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ABSTRACT

The manual is intended to serve as a guide for local Florida school systems as they develop procedures for establishing special instructional programs for specific learning disabled (SLD) students. Section 1 outlines student eligibility procedures: (1) definition of SLD; (2) screening, referral, and student evaluation; (3) eligibility criteria and related procedures; (4) providing an individualized education program (IEP); (5) reevaluation dismissal, and transfer policies and procedures. Section 2 gives an overview of SLD instructional programs including: program organization and facilities planning; broad categories of curriculum content at the elementary, middle school, and secondary levels, with attention to pre-kindergarten programs; graduation and diploma requirements; instructional materials selection; support services and parent involvement; program evaluation. Section 3 describes teacher certification requirements and lists parent/professional organizations. Appendices include references and a list of standardized tests for evaluation of SLD. (JW)

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# A RESOURCE MANUAL FOR THE DEVELOPMENT AND EVALUATION OF SPECIAL PROGRAMS FOR EXCEPTIONAL STUDENTS

## Volume II-F: Specific Learning Disabilities

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FLORIDA DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner
Tallahassee, Florida
Affirmative action/equal opportunity employer

JULY 1986



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## Volume II-F: Specific Learning Disabilities

Bureau of Education for Exceptional Students

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## FOREWORD

Through the provision of state funds by legislative actions, the people of Florida have indicated their desire to meet the special educational needs of exceptional students. The Florida Department of Education is ready to cooperate with parents, teachers, school administrators, other agencies, and interested citizens in an effort to establish instructional programs for exceptional students as the local community may need.

The right of an exceptional student to a free public education must be fully implemented. This Resource Manual should assist local school systems in developing appropriate procedures to provide those special arrangements which will enable the specific learning disabled student to make greater progress in achieving knowledge and skills.

It is hoped that this Resource Manual will help bring clarity and direction to educational planning for exceptional students in Florida and be broad enough in scope for the varying needs of the individual and the community.

## INTRODUCTION

In 1968 the Florida legislature mandated the availability of thirteen years of schooling to all exceptional children and youth by the end of the 1973-74 school year. At the same time, Florida Statutes were broadened to include specific learning disabilities as an exceptionality. The major activities which were initiated by the Florida Department of Education in response to these legislative mandates include:

- *Adoption of the 1968 United States Office of Education definition of specific learning disabilities in State Board Rule (6A-6.3018) in 1977.
- *Funding of numerous EHA Title VI-B projects including projects on identification procedures and remediation strategies.
- *Participation in a Title VI-G Child Service Demonstration Program Grant to develop and establish a model program to serve learning disabled students in sparsely populated districts during 1973-1974.
- *Provision of consultant services to local districts.
- *Conducting a Special Study Institute on Specific Learning Disabilities in 1975.

The Special Study Institute for Specific Learning Disabilities was held in May 1975. Representatives from school districts, universities, and parent organizations met to determine statewide program needs. Of particular importance were issues related to the operationalization of the definition. Based on the discussion and resolutions from this meeting along with further study, a revised definition, operational criteria, required evaluation data, and eligibility and placement procedures were developed. On July 1, 1977 Rule 6A-6.3018, FAC, was implemented.

In 1980, the Bureau of Education for Exceptional Students began a two-year study of the operational criteria and its impact on prevalence rates. Activities included data collection from a representative sample of school districts, review of practices in other states, and discussion of alternatives for student identification at statewide professional and parent conferences. In addition, feedback was solicited from program administrators and a task force was created to recommend revisions to current rules. On July 15, 1982, the revised State Board of Education Rule 6A-6.3018, FAC, became effective.

Program growth since 1971 has been rapid. The following chart details numbers of students and teachers since 1971:

| Year | Students | Percent Total Student Population | Teachers | |
|---|---|---|---|---|
| 1971-72 | 7,138 | | 317 | |
| 1974-75 | 23,252 | (1.52%) | 1,058 | |
| 1975-76 | 29,299 | | 1,316 | |
| 1979-80 | 45,024 | (3.45%) | 2,502 | |
| 1980-81 | 50,599 | | 2,736 | |
| 1983-84 | 56,904 | (3.77%) | 2,253 | (plus 1508 VE teachers) |
| 1984-85 | 61,264 | (4.13%) | 2,294 | (plus 1790 VE teachers) |

In the 1985 revision of Volume II-F, the Bureau would like to recognize contributions of the members of the State Steering Committee for Specific Learning Disabilities who provided technical assistance.

The purposes of the resource manual are:

1. To provide information regarding general considerations for development and evaluation of district programs for specific learning disabled students.

2. To provide information specific to program development and evaluation for specific learning disabled students.

3. To serve as a vehicle for planning and communication among the exceptional student staff, school principals, parents, and other education and community programs within a school district.

This volume is organized in a format similar to sections in the special programs and procedures document. The Florida State Board of Education Rules are stated at the beginning of applicable sections in boldface type to allow the reader to easily distinguish them. Following the rules are recommended best practices and procedures for implementation of the rules and for the development of district procedures. Florida Administrative Code will be referred to as FAC and federal regulations will be referred to as CFR.

# SECTION ONE

# STUDENT ELIGIBILITY PROCEDURES

## I. DEFINITION

**Rule 6A-6.3018, FAC. Special Programs for Students with Specific Learning Disabilities.**

> **(1) Specific learning disability is defined as a disorder in one (1) or more of the basic psychological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, talking, writing, spelling, or arithmetic. Such disorders do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.**

This definition is based on one developed in 1968 by the National Advisory Committee on Handicapped Children. It is the definition which is used in PL 94-142, Education for All Handicapped Children Act. The major components of this definition are briefly described below.

Process component. The assumption that serious learning problems arise because of deficiencies in the basic psychological processes required to learn academic tasks is the most important aspect of current definitions of learning disabilities. The idea that specific processing disabilities, rather than low general intellectual level, or lack of interest or opportunity to learn, cause academic difficulties in learning disabled children is the central justification for treating these children differently from other categories of under-achieving students.

As it is currently defined in information processing psychology, a psychological process is a sequence of mental operations that transforms or manipulates information. Processes are made up of specific covert behaviors which transform and manipulate information between the time it enters as a stimulus and the time a response to it is selected. As it is commonly used in the field of learning disabilities, psychological process is another term for specific abilities and disabilities. Thus, children are said to have difficulties with "auditory processing" when they show less ability on certain tasks that present information auditorally than they do on tasks involving visual presentation. In the rule adopted by the State Board of Education deficiencies in visual, auditory, motor, and language abilities have been identified as the major types of psychological processes responsible for specific learning disabilities.

It is important to recognize that psychological processes cannot be observed directly. Deficiencies in these areas are inferred from observations and patterns of performance on psychological tests. Because this type of inference is subject to many forms of error, those who use psychological tests to measure psychological processes must always be concerned with the validity of their conclusions. Although research on learning disabilities has identified a board range of "processing disabilities" that may interfere with learning in school (i.e., visual-motor integration, visual perception, auditory perception, phonological processing, short-term memory), there is currently no broad consensus about which processing disabilities are most characteristic of learning disabled children. In addition, the tests used to measure specific psychological processes have been severely criticized because they fail to meet many basic test standards for validity and reliability. Single subtests are so complex that

children may perform poorly for several reasons. Thus, interpretation of performance problems on the tests in terms of psychological processing disabilities must be made very cautiously.

Because we do not completely understand the psychological processes measured by psychometric tests, it is often difficult to specify the nature of the relationship existing between the skills measured on the tests and performance in the classroom. However, it is important in the diagnosis of specific learning disabilities to attempt to show how a child's processing disabilities affect performance on academic tasks. The more information that is provided about actual classroom performance, the better will be our understanding of the child's educationally relevant strengths and weaknesses.

A difficulty involved in translating current conceptualizations of learning disabilities into educational practice involves the use of information about processing disabilities to plan remediation. There is currently very little support in the research literature for the use of information derived from tests of psychological processes to help plan remedial procedures. That is, teaching methods that "remediate the process deficit" or "teach to strengths or weaknesses" have not been found to work more effectively than those methods that focus on direct instruction targeted to specific areas of academic deficiency.

The State Board of Education rule requires that measurement of psychological process disorders occur as part of the diagnostic procedures for specific learning disabilities, because the notion of processing disorders is central to the definition of specific learning disabilities. However, the concerns outlined above suggest that interpretation of processing disabilities should be done with great caution.

Academic Component. Academic problems are the most widely accepted characteristic of individuals with specific learning disabilities. Included in the SLD rule are reading, writing, spelling and mathematics. For students under age 7, listening, thinking and talking are also included as preacademic skills. The focus of the academic component is on the basic skills. Academic problems also can be observed in other subjects where deficits in basic skills interfere with progress. Thus a student may receive assistance in the SLD program in subject areas not included in eligibility criteria. While it is important that all academic areas be considered for the specific learning disabled student, eligibility may only be considered for the specific areas listed in the rule.

Exclusion Component. This dimension serves to distinguish the learning disabled from other categories of handicapping conditions. The learning problems are not primarily the result of sensory, emotional or mental handicaps or due to environmental deprivation.

However, these conditions may exist in combination with specific learning disabilities. This determination must be made by the multidisciplinary evaluation team.

Discrepancy Factor. A discrepancy exists when a student's estimated ability differs significantly from his actual performance. Estimated ability is usually defined as the student's performance on an individually administered intelligence test, while academic performance is measured by individually administered standardized achievement tests. The degree of discrepancy considered to be significant increases with the age of the student.

## II. SCREENING PROCEDURES

**Rule 6A-6.3411(2)(b), FAC. Procedures for screening.**
**Screening is that process by which a rapid assessment is made to identify candidates for formal evaluation. Minimum requirements are:**

**(1) Screening for vision and hearing problems shall be in accordance with the district's school health plan.**

**(2) Speech, language, hearing, and vision screening shall be required prior to considering the eligibility of a student for any special program except gifted, occupational or physical therapy, and homebound and hospitalized.**

Separate procedures for screening for specific learning disabilities are not required. School personnel are encouraged to consider the performance of all individual students in order to identify those who may have specific learning disabilities.

Procedures should take advantage of data generated through such sources as PREP evaluations, relative performance on group administered standardized achievement tests (e.g., Stanford Achievement Test), Florida State Student Assessment Tests, or through the use of validated instruments or procedures based on direct teacher observation, e.g., Walker Problem Behavior Checklist (Walker, 1970) or Bayesian Screening Checklist (Kansas Institute for Research in Learning Disabilities, 1981).

Individual tests such as the Slosson or PIAT may not be used without prior parent consent for evaluation unless such instruments are given to an entire population, such as all first graders. All students who are considered for eligibility for the specific learning disabilities program must be screened for vision, hearing, speech, and language.

## III. REFERRAL PROCEDURES

**Rule 6A-6.3411(2)(c), FAC. Procedures for prereferral activities. Prereferral activities are those activities which address student learning problems at the school level prior to referral, whenever appropriate, or as required by Rules 6A-6.3011 through 6A-6.3025, FAC.**

**Rule 6A.6.3018(3), FAC. Procedures for student referral. Prior to referral for student evaluation, the student's learning problems shall be addressed at the school level.**

**(a) The minimum procedures shall include:**

**1. Conferences concerning the student's specific problem. These conferences shall include the parents or guardian and administrative personnel or teaching personnel;**

**2. Observations of the student's behavior which indicate the learning problem;**

**3. At least two (2) educational alternatives attempted within the school;**

**4. Screening for vision, hearing, speech and language functioning with referral for complete evaluations where the need is indicated;**

**5. Review of social, psychological, medical, and achievement data in the student's cumulative record; and**

**6. Review of attendance record, and where applicable, investigation of reasons for excessive absenteeism.**

**(b) Documentation of these efforts shall be incorporated with the written referral and shall show these efforts to have been ineffective in meeting the student's educational needs.**

The first step in the prereferral process should be to evaluate the immediacy of problems related to:

Vision, hearing, speech and language. The results of the screening should be reviewed to determine if further evaluation is required. Each district may specify the level of performance required for further evaluation. If the student shows evidence of a problem with vision, hearing, speech or language, appropriate steps should be taken to ensure that the student receives proper evaluation and educational services.

Social history, medical status, psychological status, and attendance record. The identification of possible contributing factors to the student's learning problem must include an investigation of social history, medical status, and attendance. This information may be obtained from the student's cumulative record or from conferences with the parent.

The focus of the prereferral procedures on screenings should be threefold:

a. To confirm that all required screenings have been completed.

b. To recommend further evaluation or treatment if needed.

c. To recommend the extent to which this information should be considered as an exclusionary factor (See pages 17-18 for descriptions of exclusionary factors).

Conferences. Conferences must have been conducted concerning the child's specific problem. These conferences must include the parent or guardian and administrative or teaching personnel. These conferences must be documented. This documentation should include a summary of the discussion and the date and signatures of persons in attendance.

The purpose of these conferences is to provide an opportunity for parents and educational personnel to discuss the child's presenting problem. These conferences should include opportunities for participants to share concerns about the child as well as to determine possible actions which may help to resolve the problems.

Observations. At least two systematic behavioral observations in the classroom must be made that indicate the specific nature of the student's learning problem. At least one of these observations must be conducted by someone other than the child's regular classroom teacher. This person should be a member of the evaluation team.

Systematic observation is an objective means of gathering data related to the student's particular learning problem. Behaviors which involve academic abilities, interactions with peers and teachers, response to instructional strategies, and motivation and attitudes should be recorded. The methods used in systematic observations are designed to give teachers and other educational personnel precise tools for the analysis of pupil behaviors. Impressionistic summaries of student behavior should not be used as a means of observational recording.

Two major approaches of systematic observation include ecological and applied behavioral analysis. The ecological approach emphasizes the behavior as a response to its setting (ecology). This procedure could include an analysis of teacher-pupil interaction or student behavior in relationship to task demands, curriculum topics, and peers. Applied behavioral analysis uses procedures which more commonly examine the relationship of a behavior to the ensuing consequences (Miller & Miller, 1981). The procedures for applied behavioral analysis fall into two categories: direct behavioral observation and indirect observation (measurement of lasting products). Direct behavioral observation includes event recording, duration recording, momentary time sampling and interval recording (Alberto & Troutman, 1982). For assistance in conducting observations see: Irwin, D.M. & Bushnell, M.M. Observational strategies for child study, New York: Holt, Rinehart, & Winston, 1980.

Observation checklists may be used to assist teachers in this process. The selection of the particular checklist will depend upon the kind of information sought. Districts may select commercially produced checklists or develop informal systems.

Educational Alternatives. Evidence must be presented that two educational alternatives have been attempted within the school. These alternatives should be designed to assist the student in overcoming learning difficulties. The alternative interventions and appropriate evaluation procedures should be agreed upon by all persons involved prior to the start of the intervention. A child study team may be appointed in a school to assist in this process. The team may consist of classroom teachers, guidance counselors, administrators and parents. An exceptional student educator should be included on the child study team as a consultant in developing educational strategies. Student progress under the alternatives specified should be documented through a written record. Sufficient time for the implementation of the alternative must be allowed to measure its effectiveness. For example, the effects of an academic intervention are unlikely to be seen in less than six weeks. On the other hand, a behavioral intervention may show more immediate effects. It is important to clearly document the nature of the alternatives and their outcomes. Suggested methods of documentation may include baseline recording, pre-post testing, work samples, and detailed observational records.

Possible alternative strategies may include any of the following:

a. Curriculum changes

A prescriptive learning component may be developed for the student from a series of highly structured and hierarchically organized curricula for basic skill development. Alternative approaches or materials may be included in the change. For example, a student who is being taught to read by a basal method such as Harper Row may benefit from the use of a linguistic approach to reading.

b. Changes in the learning environment

Both the educational setting and time spent within the setting may be adapted for the student. For example, the student could be transferred to another classroom that more appropriately meets his needs; he could be given the opportunity to work in a more structured environment where time and physical space are defined. It is very important to identify the particular changes in the learning environment which are expected to meet the student's needs. Simply documenting a transfer from one classroom to another or enrollment in a compensatory education program does not specify how this change will met a student's needs.

c. Changes in instructional strategies

Educational strategies that respond to the student's learning style may be used. A behavioral management system, peer tutoring, or alternative method of presentation may be used. The curriculum supervisor, PREP specialist, and exceptional educational teacher may offer assistance in recommending alternative instructional strategies.

d. Intervention by student services personnel

Guidance and counseling sessions with the student and parents could be held. These sessions should be based on an identified intervention

plan that allows for the collection and analysis of evaluation data.

e. Involvement of nonschool based personnel

Strategies for family intervention may be used. A minimum level of involvement would include the development of awareness activities to ensure that the family is knowledgeable about their child's learning problems and the school curriculum. The student may be involved in human service programs outside of education, such as social services. Personnel from these agencies may be invited to collaborate with educational personnel to develop and implement a comprehensive service plan for the student.

Prereferral activities are not required to follow the sequence specified in the rule. For most students sensory screening and subsequent followup should come first. The conferences, educational alternatives, observations, and review of pertinent data should represent meaningful attempts to deal with the student's learning problem and should be sufficiently documented to provide a clear basis for referral.

**Rule 6A-6.3411(2)(d), FAC. Procedures for referral.**
**Referral is the process whereby a written request is made for a formal evaluation of students who are suspected of needing special programs.**

Before a referral can be made for a student suspected of having specific learning disabilities, specific information must be compiled as required by 6A-6.3018(3)(a), FAC, and 34 CFR 300.542. This will include all required components identified as prereferral procedures.

A standard referral system will be established in each individual school district to ensure each student an appropriate diagnosis relative to the referral problems. Referrals may originate from school personnel, parents, licensed practicing physicians, community agency personnel, the county health department, or from district screening procedures. Referrals should be directed to the appropriate person or committee for further action. Parental permission must be secured for formal evaluation.

The referral process includes a gathering of all relevant information which is important in determining the nature of the student's learning problem. Eligibility for specific learning disability programs requires that other possible causal factors (of the student's learning problems) be excluded. Federal regulations and Rule 6A-6.3018, FAC, clearly specify that a child may not be identified as having a specific learning disability "if the severe discrepancy between ability and achievement is primarily the result of (a) a visual, hearing, or motor handicap; (b) mental retardation; (c) emotional disturbance; or (d) environmental, cultural, or economic disadvantage."

## IV. STUDENT EVALUATION PROCEDURES

**Rule 6A-6.3411(2)(e), FAC. Procedures for student evaluation.**
**Student evaluation is the systematic examination of the medical, physical, psychological, social, or educational characteristics of the student by evaluation specialists.**

**Rule 6A-6.331, FAC. Identification and Assignment of Exceptional Students to Special Programs.**
**Procedures and criteria for diagnosis, evaluation, assignment, individual educational planning and discipline of exceptional students shall be set forth in the district procedures document for the exceptional student program consistent with the following requirements.**

**(1) Student Evaluation.**

**(a) The school board shall be responsible for the medical, physical, psychological, social and educational evaluations of students, who are suspected of being exceptional students, by competent evaluation specialists. Evaluation specialists shall include, but not be limited to, persons such as physicians, psychologists, audiologists, and social workers with each such person licensed in the professional's field as evidenced by a valid license or certificate to practice such profession in Florida. Educational evaluators not covered by a license or certificate to practice a profession in Florida shall either hold a valid Florida teacher's certificate or be employed under the provisions of Rule 6A-1.502, FAC. Tests of intellectual functioning shall be administered and interpreted by a professional person qualified in accordance with Rule 6A-6.71(5), FAC.**

**(b) The district's evaluation procedures shall provide for the use of valid tests and evaluation materials, administered and interpreted by trained personnel, in conformance with instructions provided by the producer of the tests or evaluation materials. For children and students not proficient in the English language, the district's evaluation procedures shall provide for the use of the language or other mode of communication commonly used by the child or student.**

**Rule 6A-6.3018(4), FAC. Procedures for student evaluation. Instruments selected for use in the evaluation of psychological processes, intellectual functioning and academic achievement shall be administered and interpreted in conformance with instructions provided by their producers. The following evaluations and procedures are required to determine a student's eligibility and educational placement:**

- **(a) A review of all documentation and data required by Rule 6A-6.3018(3), FAC;**
- **(b) A standardized individual test of intellectual functioning administered by a professional person qualified in accordance with Rule 6A.6.71(5), FAC;**
- **(c) An evaluation to determine the student's level of functioning in the basic psychological process areas; and**
- **(d) An individually administered evaluation of academic achievement.**

Evaluation Specialist. The intellectual assessment must be completed by a certified school psychologist or a licensed psychologist. Other appropriately licensed or certified personnel may evaluate the student's level of functioning in the basic psychological processes and in academic performance. This may include the counselor, speech and language clinician, or specific learning disabilities teacher.

Evaluation Instruments. A battery of standardized tests will be administered to each student referred for a psychological evaluation. A list is provided in Appendix A; test selection need not be limited to the items included. The evaluator must select tests which are considered appropriate for the population included in the district. Tests should allow a comparison of the child's performance with that of other children of a similar age and background. The selection of a test must be based on consideration of its technical adequacy. It is essential that tests which are used have been shown to be consistent (reliability) and measure what the author's purport that it measures (validity). In general, the most recent editions of tests should be used. Districts must identify tests which are appropriate for all age ranges served by the program. The evaluation will be conducted and recorded as prescribed by the manufacturer of the test. Response characteristics of the student, e.g., trial and error approach, latency of response, rapport, should be noted in the report.

Intellectual Assessment. An individual test of intellectual functioning is required to determine intellectual ability or potential. The selection of the particular test is left to the discretion of the district. Consideration of such factors as age, cultural background, and availability of appropriate norms will be necessary in determining the validity of a test for a particular child.

Academic Evaluation. An academic evaluation involves the administration of individual standardized academic achievement tests. Achievement tests are designed to be used either as screening devices to provide an overall estimate of achievement in curriculum areas or as diagnostic instruments to provide indepth analysis of skills in a single academic area. Achievement tests enable a comparison of performance to other students in the same grade or of the same age. Selection of these instruments must be made with consideration of their relevance to the curriculum content and grade levels in the local district.

Psychological Process Evaluation. At least one standardized instrument in addition to the intellectual assessment must be used to document the presence of a psychological process disorder. Evaluators are encouraged to interpret the term "standardized instrument" as any measure with a consistent system for administration, scoring and interpretation.

No single test or battery will be appropriate for all students. In the rule adopted by the State Board of Education, deficiencies in visual, auditory, motor, and language abilities have been identified as the major types of psychological processes.

Descriptions of processing disabilities as identified on standardized tests should be supplemented with observational data that contributes to the understanding of how the disability may interfere with actual performance in the classroom. This should be accomplished by systematic observations of the student's classroom performance and analyses of work samples to determine error patterns, work habits, and organizational skills. This observational data may actually prove most helpful in developing remedial procedures which are sensitive to a child's idiosyncratic learning style. In interpreting and using information about psychological processing deficiencies to plan remediation, please remember the cautions explained in the first part of this manual with regard to the measurement of psychological processes by currently available instruments.

## V. CRITERIA FOR ELIGIBILITY

**Rule 6A-6.3018(2), FAC. Criteria for eligibility. A student is eligible for special programs for specific learning disabilities if the student meets all of the following criteria as determined by the procedures prescribed in Rules 6A-6.331 and 6A-6.341, FAC.**

Process Component

**(a) Evidence of a disorder in one (1) or more of the basic psychological processes. Basic psychological process areas include visual, auditory, motor and language processes.**

**1. Documentation of process disorder must include one (1) standardized instrument in addition to the instrument used to determine the student's level of intellectual functioning.**

**2. In addition, a district may establish criteria for the use of more than one (1) instrument to determine a process disorder and other criteria which will assist in determining a process disorder.**

Visual, auditory, motor, and language processes have been identified as the major areas of psychological processes. Disorders in these processes may be manifest in tasks which require attention, memory, reasoning or perceptual abilities. Language processes refers to verbal tasks involving understanding, integrating, or expressing ideas orally. Written language is considered to be an academic skill, not a psychological process.

Districts may establish criteria for determination of a disorder in a psychological process. Because of the varied nature of tests used to evaluate psychological processes, separate criteria may be needed for each test. The guidelines provided by the authors of the tests should be used to establish criteria. However it is critical that local criteria not be more restrictive than the guidelines established in Rule 6A-6.3018 (2)(a), FAC.

Discrepancy Component

**Rule 6A-3.018(2)(b), FAC. Evidence of academic achievement which is significantly below the student's level of intellectual functioning.**

The approach used in Florida to determine the existence of a severe discrepancy involves the use of a quantitative estimate of underachievement, based on a statistical discrepancy model. The procedure defines severity in terms of a discrepancy between intelligence (IQ) and achievement scores. Obtained scores are converted to a "standard" score based on the distribution of the normal curve. Technical Assistance Paper No. 3, Implementation of SBER 6A-6.3018 - Special Programs for Students with Specific Learning Disabilities was developed to assist districts in the interpretation of this criteria and provides transformation tables to identify significant discrepancies. This paper is available through the Clearinghouse/Information Center.

On very rare occasions, a full scale score on the Weschler Intelligence Scales may not be the best estimate of the student's intellectual potential for academic achievement. The use of part scores to estimate intellectual potential must be

accompanied by a rationale, reflecting why the part score is a better estimate of intellectual potential for the particular student. Additional evidence ought to be included to indicate that the student's ability to achieve in school is more accurately reflected by the part score. It is recommended that the Performance Scale not be used as an estimate of intellectual potential because of the low correlation of this scale with school performance. The Verbal Scale is more closely related to academic achievement.

The following paragraph is taken from Kaufman's Intelligent Testing with the WISC-R:

> Typically, a child is administered a Weschler test because of a suspected abnormality--whether it is emotional, behavioral, cognitive, developmental or otherwise. Normal profiles are rarely seen or studied, and thus it is easy for a clinician or researcher to assume that observed fluctuations and patterns are in some way characteristic of the abnormal population under investigation. Primarily to help test users keep a proper perspective when interpreting the WISC-R of a child referred for evaluation, Table 2-1... provides a base rate of V-P discrepancies, thereby enabling examiners to determine how unusual or abnormal any particular V-P IQ discrepancy may be. When a V-P difference is significant, examiners have a basis for making remedial suggestions; when it is both significant and abnormal (i.e., occurring infrequently in the normal population), they also may have basis for interpreting this test information in the context of other test scores and clinical evidence to reach a diagnostic hypothesis (Kaufman, 1979, p. 52).

It is recommended that fluctuations in subtest scores be used to interpret specific strengths and weaknesses in the student's abilities or to describe particular learning styles and not as justification for use of a single subtest or part score as the best indicator of intellectual potential.

It is recommended that the psychologist review the student's referral information to determine which test is most suitable for an individual child, rather than relying on part scores. For example, a student who is severely language impaired should not be evaluated using an instrument which primarily relies on verbal abilities.

> **6A.6.3018(2)(b)1. For students below age seven (7), evidence must be presented that the student exhibits a significant discrepancy between levels of intellectual functioning and achievement on tasks required for listening, thinking, reading, talking, writing, spelling or arithmetic.**
> **2. For students ages seven (7) through ten (10), evidence must be presented that a student exhibits a discrepancy of one (1) standard deviation or more between an intellectual standard score and academic standard score in reading, writing, arithmetic or spelling.**
> **3. For students age eleven (11) and above, evidence must be presented that the student exhibits a discrepancy of one and one-half (1½) standard deviations or more between an intellectual standard score and academic standard score in reading, writing, arithmetic or spelling.**

For students below the age of seven, no specific standard score discrepancy is listed in the rule. Instead, the multidisciplinary team is directed to make this determination using information such as test scores, school records, and observational checklists. The team should review the measures of developmental, preacademic and academic skills in order to determine if the student's discrepancy warrants eligibility. Clear and complete documentation of these measures should be included.

For older students, the rule seeks to increase the probability that the student's learning problem is due to a specific learning disability and not a function of other factors which have resulted in the student falling behind in school.

**4. A district may establish criteria for the use of more than one (1) instrument to determine a deficit area, and other criteria which will assist in determining an academic deficit.**

Districts are encouraged to consider information from a variety of sources when determining eligibility. Local procedures should be designed so that data is as inclusive as possible. For example, information from the PREP program, observations, data gathered through diagnostic teaching, teacher-made tests, interviews, etc. can be used to corroborate test scores.

Exclusion Component

**Rule 6A-6.3018(2)(c), FAC. Evidence that learning problems are not due primarily to other handicapping conditions.**

**1. For students with intellectual deficits, evidence that intellectual functioning is no more than two (2) standard deviations below the mean on an individual test of intellectual functioning or evidence that a score below two (2) standard deviations below the mean is not a reliable indicator of the student's intellectual potential.**

The two standard deviation cutoff increases the probability that the academic deficit is not due to a general learning problem such as mental retardation. If there is reason to believe that the intelligence score is not representative of the student's potential, local procedures should allow the examiner to document these reasons.

**2. For students with visual processing deficits, evidence that visual acuity is at least 20/70 in the better eye with best possible correction or evidence that the student's inability to perform adequately on tasks which require visual processing is not due to poor visual acuity.**

**3. For students with auditory processing or language deficits, evidence that loss of auditory acuity is no more than thirty (30) decibels in the better ear unaided or evidence that the student's inability to perform adequately on tasks which require auditory processing or language is not due to poor auditory acuity.**

Determining SLD eligibility also involves assuring that the student's sensory acuity disabilities are not the primary causes for the learning problem. The Special Programs and Procedures document should describe the evaluation

procedures. All students who have been referred will be screened for vision, hearing, speech and language problems. Referral for appropriate indepth evaluations and services should follow.

**4. For students with a motor handicap, evidence that their inability to perform adequately on tasks which assess the basic psychological processes is not due to the motor handicap.**

Some of the characteristics cited as common to students with learning disabilities could be explained on the basis of a motor or physical handicap. Such a handicap needs to be ruled out as a causative factor. If the only area of academic deficit is handwriting, eligibility should be determined after careful consideration has been given to the nature and degree of motor impairment by the appropriate specialists.

**5. For students with an emotional handicap, evidence that their inability to perform adequately on tasks which assess the basic psychological processes is not due to their emotional handicap.**

When emotional problems accompany the student's learning problems, it is often difficult to differentiate the primary causal factor. If it is suspected that emotional problems are the primary cause, documentation must be included to verify their existence. This could include results of projective tests, observational data, and social or medical history. In some cases, the combination of emotional and learning problems may warrant a dual placement in which the SLD and EH programs both provide the appropriate and necessary services.

**Rule 6A-6.3018(2)(d), FAC. Documented evidence which indicates that general educational alternatives have been attempted and found to be ineffective in meeting the student's educational needs.**

To ensure that options in regular education have been exhausted, at least two educational alternatives must be tried. Alternatives may include modification of curriculum, instructional strategies and materials, and behavior modification. Referral for testing is not considered to be an alternative. Documentation is required to indicate the nature of these alternatives, their duration, and the results. Individuals who have been involved in delivering these alternatives should sign the reports. These educational alternatives are required as a part of the pre-referral activities which have been described in the section on Referral.

## VI. DETERMINING ELIGIBILITY

**Rule 6A-6.3411(2)(f) FAC. Procedures for determining eligibility. Determining eligibility is the process in accordance with Rule 6A-6.331(2)(a), FAC, whereby professionals review student data to determine whether or not the student meets the criteria for eligibility for a special program.**

**State Rule**

**6A-6.331(2), FAC, Staffing Committees**

- **(a) A staffing committee utilizing the process of reviewing student data including but not limited to diagnostic, evaluation, educational or social data shall recommend student eligibility for special programs.**
- **(b) A minimum of three (3) professional personnel, one (1) of whom shall be the district administrator of exceptional students or designee, shall meet as a staffing committee. Additional personnel may be involved in the eligibility recommendation by providing information or by attending staffing meetings. In the case of homebound or hospitalized students, the district administrator may receive recommendations of the staffing committee without a formal meeting.**

**Federal Regulations**

**300.532(e)CFR The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.**

**300.540CFR In evaluating a child suspected of having a specific learning disability, in addition to the requirements of 300.532, each public agency shall include on the multidisciplinary evaluation team: (a)(1) The child's regular teacher; or (2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or (3) For a child of less than school age, an individual qualified by the State educational agency to teach a child of his or her age; and (b) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.**

**300.543CFR Written Report**

- **a) The team shall prepare a written report of the results of the evaluation.**
- **b) The report must include a statement of:**
  - **1) Whether the child has a specific learning disability;**
  - **2) The basis for making the determination;**
  - **3) The relevant behavior noted during the observation of the child;**
  - **4) The relationship of that behavior to the child's academic functioning;**

5) The educationally relevant medical findings, if any;
6) Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and
7) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

c) Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

The written report must document the essential data which was used in determining eligibility. Substantive reports are needed to specify the basis on which the diagnosis was determined. Vague references to the "findings from psychological evaluations" or "behavior observed in the classroom" do not provide the necessary information. The written report must summarize the evidence gathered in the evaluation process.

The written report is a single document containing the multidisciplinary team's findings after the team has evaluated a child suspected of having a specific learning disability. The intent of the provisions under 34 CFR 300.543 is summarized in the analysis of those requirements (42FR 65082, 65085; Dec 29, 1977):

> By specifying the procedures to be used in determining the existence of a specific learning disability and because the team has all of the data on which to make an appropriate decision, heavy reliance is placed on the judgment of the evaluation team. Since the team has a great deal of latitude in making the determination of the existence of a specific learning disability, it is apparent that the team should document its decision and should clearly indicate the basis on which the determination is made.

School districts may meet the Federal Regulations and State Board of Education Rules requirements to develop evaluation and staffing procedures by combining the evaluation team and staffing committee. The combined staffing committee must be composed of at least four (4) personnel: 1) regular class teacher, 2) SLD teacher, or person with knowledge in the area of specific learning disabilities, 3) at least one person qualified to conduct individual diagnostic examinations of children such as a school psychologist, speech-language pathologist, or remedial reading teacher and 4) district administrator or designee. The first three persons listed above must prepare an evaluation report, as required by 34 CFR 300.543. The entire staffing committee will then make a recommendation for eligibility. The district administrator or designee makes the final determination for eligibility of the student.

## VII. PROVIDING AN INDIVIDUAL EDUCATION PLAN

**Rule 6A-6.3411(2)(g), FAC. Procedures for providing an individual education plan in accordance with rule 6A-6.331(3), FAC.**

**Rule 6A-6.331(3), FAC. Each district shall develop an individual education plan for each exceptional student.**

**(a) An individual educational plan consists of written statements including:**

**1. A statement of the student's present levels of educational performance;**

**2. A statement of annual goals, including short term instructional objectives;**

**3. A statement of the specific special education and related services to be provided to the student and the extent to which the student will be able to participate in regular educational programs;**

**4. The projected dates for initiation of services and the anticipated duration of the services; and**

**5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.**

Developing the Individual Educational Plan (IEP)

Basic assumptions followed in developing the definitions for the IEP components are as follows:

1. Individual education plan (Florida rule terminology) is considered synonymous with individualized educational program (Federal regulation terminology).
2. A current IEP shall be available for each exceptional student.
3. The IEP shall be written prior to placement of a student in an exceptional student program.
4. The IEP defines the special education and related services to be provided to the exceptional student.
5. The definitions reflect Florida's provisions for the development of IEP's

Placement criteria

The districts may develop guidelines to assist the staffing committees in making placement decisions. It is essential that these guidelines not be used as inflexible criteria in determining the most appropriate program for a student. The student's needs must have primary consideration. Placement in SLD programs must be based on the extent to which specific programs are necessary to achieve an appropriate education that maximizes the student's potential for success in school and life. This decision is based on the scope of the student's IEP and the placement decision is directly driven by the contents of the IEP.

Present level of educational performance are statements of a student's performance, as appropriate, in areas including, but not limited to pre-academic or academic skills, speech and language, social, motor, self-help, emotional maturity, pre-vocational or vocational areas, as well as a statement regarding

specially designed physical education. The statement shall include appropriate information of demonstrated skill mastery, grade or age levels or performance. Where appropriate, the test or curriculum which was used to determine the level should be referenced. For example, if the reading comprehension grade level of 3.5 was obtained on the PIAT, the present level of performance might be noted as 3.5 (PIAT). The primary purpose for stating the student's present levels of performance is to focus the attention of IEP planners on the strengths and weaknesses of the student. The IEP goals and objectives should be generated directly from these statements.

Annual goals are statements reflecting a reasonable expectation of what the student can achieve at the end of the current academic year or one year in a special program. Annual goals shall include statements of the expected skill mastery, grade or age levels, or performance. Goal statements may be formulated addressing both in-school and out-of-school behavior.

Short term instructional objectives are statements which describe the observable behavior to be demonstrated and the conditions under which the student will demonstrate mastery. They shall be specified for each stated annual goal. The scope of the short-term objectives shall reflect learning outcomes projected for a period of time less than a year, e.g., a reporting period or semester.

Evaluation criteria, procedures and schedules include:

a) The objective criteria to be used in determining mastery.
b) The test or data collection device which will provide a direct measure of skill performance and mastery.
c) Dates for administering the evaluations.

Special education includes significant adaptations in one or more of the following: curriculum, methodology, materials, equipment or environmental. This includes speech therapy, occupational therapy, physical therapy, orientation and mobility training, as well as special classroom instruction for the specific learning disabled. Special education may include both direct and consultative services. Students who are fully mainstreamed but require special accommodations in the regular program should have an IEP which specifies those accommodations. Students who are being considered for dismissal from the program may have a trial period in which the IEP documents the monitoring or consultative services which are provided.

Related services are those appropriate services, in addition to those specified as special education, required by the exceptional student to benefit from special, such as transportation; diagnostic and evaluation services; psychological services; social services; guidance; parent counseling; school health services; food services, medical services for diagnostic or evaluation purposes; braillists, typists or readers for the blind; interpreters; specialized materials and equipment; and therapeutic recreation.

Participation in regular education programs are statements which describe the student's participation in basic or vocational education specifying the amount of time per week.

Anticipated initiation date is the projected date(s) upon which each program and related service specified in the IEP is expected to begin.

Anticipated duration is the projected date(s) upon which each program and related services is expected to end or to be reviewed. This must not exceed one year from the initiation date.

Review date is the date on which the IEP must be reviewed. The projected review date listed must be prior to the termination of the IEP and no later than one year from the date the IEP was written. It is recommended that districts list the month, day and year of the review date.

Additional information which may be found on the IEP may include placement in a varying exceptionalities class, test modifications allowed for SSAT, diploma option, course modifications, and participation in district testing programs.

The meeting to develop or review the IEP must be held at least once a year and parents shall be invited to participate. If neither parent is able to attend, their participation may be secured through individual or conference telephone calls. IEP meetings may be conducted without parental participation. However, the agency must provide documentation of two attempts to arrange a mutually convenient meeting as specified in Rule 6A-6.331(3), FAC. If the parent declines the opportunity to attend on the first notice, only one attempt needs to be documented.

The Implementation Plan is the instructional plan developed and followed by the teacher. It is an extension of the IEP which documents in great detail the specific objectives, activities and evaluation procedures used with the student on a daily basis.

## VIII. RE-EVALUATION

**Rule 6A-6.331(1)(c), FAC.**
**The district shall provide a re-evaluation of each exceptional student at least every three (3) years, in accordance with the requirements prescribed in Rule 6A-6.331(1)(a)(b), FAC, or more frequently if conditions warrant or if required by Rules 6A-6.3011 through 6A-6.3025, FAC.**

**Rule 6A-6.3411(2)(i), FAC. Procedures for re-evaluation.**
**Re-evaluation is the process whereby information about a student is gathered and reviewed to determine the need for continuation of the special program. The following steps are required:**

1. **An evaluation specialist and an exceptional student teacher shall examine available information in all areas addressed in the initial evaluation or in subsequent re-evaluations of the student and shall make the appropriate referral(s) for one or more formal evaluations based on their examination and the requirements of Rules 6A-6.3011 through 6A-6.3025, FAC. When necessary, another member of the instructional or supervisory staff may substitute for the exceptional student teacher.**
2. **A meeting of the individual educational plan committee or the staffing committee shall be convened to review all available information about the student including reports from the additional evaluations, and to consider the need for continuation of the special program. If the student is to continue in the special program(s), the student's individual education plan shall be reviewed in accordance with Rule 6A-6.331(3), FAC.**
3. **If the re-evaluation indicates that the special program is no longer needed or that program changes may be warranted, the applicable dismissal or eligibility staffing procedures shall be followed.**

A student who is currently placed in a program for the specific learning disabled and requires re-evaluation should be referred to the evaluation team or personnel specified in the Special Programs and Procedures document. While re-evaluation must occur at least every three (3) years, a child may be referred more frequently. This referral may originate with the student's ESE teacher, the regular teacher, the parent, or other qualified personnel (e.g., principal, guidance counselor, school psychologist, program supervisor). A student should be reevaluated for the following reasons:

1. It has been three years since the last evaluation.
2. The student has demonstrated observable progress and may require a different type of educational setting.
3. The student has demonstrated a lack of progress and may require a different type of educational setting.
4. The parents or guardian, teacher or other personnel request a re-evaluation.
5. The student has been transferred from an SLD program in a public school out of state and there is insufficient data to support eligibility.

Re-evaluation is a three-step process.

1. The first step involves a review by the exceptional student education teacher and the evaluation specialist. This review must include an examination of information in all areas addressed in the initial evaluation or in subsequent re-evaluations. This will include information regarding the student's current performance in the SLD program and in the regular classroom. This may include vision, hearing, speech and language, achievement, intelligence, processing and attendance.
2. The second step involves the recommendation of at least one formal evaluation. This evaluation may be used to verify previous information, to note progress, or to gather additional information.
3. The results of the initial review and formal evaluation are presented to the IEP or staffing committee. The committee will determine the need for continuation of the special education program.

If a district chooses to re-evaluate on an annual basis, all requirements must be met each year. This would include the required notification of parents, conference to determine evaluation needs, administration of at least one formal evaluation, and staffing to determine need for program.

## IX. DISMISSAL

**Rule 6A-6.3411(2)(j), FAC. Procedures for dismissal.**
**Dismissal is the process whereby a student is removed from a special program.**

A student being considered for dismissal should have current data which indicate present levels of performance in academic areas. Data sources should include standardized test scores as well as classroom performance indicators. Through observation and informal evaluation, personnel can obtain data from the student's general education classes as well as from the SLD class.

To maintain consistency with eligibility, dismissal criteria may be partially based on a system which reflects a discrepancy between ability and achievement. For example, if a student's intellectual and achievement standard scores are comparable, and the student demonstrates the same level of performance in his ESE and general education classes, the student may be considered for dismissal. The staffing committee must determine whether or not the student is performing in line with his intellectual ability, and that he or she will be able to function successfully in the regular education program. It is important to note that SLD students should not be dismissed from the program because they do not continue to meet eligibility requirements. The key consideration must be the student's ability to be appropriately educated in the regular program.

Districts may not dismiss a student for lack of attendance. Instead the situation should be investigated to determine the extent of the problem and possible alternatives to its solution. Parents and the school social worker may assist in this effort.

Students who have been dismissed from the SLD program may be considered for readmission. A staffing committee must review the evidence, based on current re-evaluation information, in order to determine if the student no longer meets dismissal criteria. The student would not have to meet initial eligibility criteria to be readmitted to the program. Written parent consent must be obtained because this is considered to be a new placement. Dismissal staffings are not required for students who transfer out of the district, drop out, or graduate.

Other factors to be considered may include the extent to which the student is currently receiving SLD services. If a student is currently in a full-time SLD setting, it may be advisable to phase him out of the program through first placing him in a trial mainstreaming program. During this time, the school personnel should monitor the student's progress on a regular basis to determine the efficacy of the placement. Once the student demonstrates performance in a regular education setting commensurate with this ability, dismissal is appropriate. This trial placement should not be restricted to full-time students. A student who is being considered for dismissal should first demonstrate the ability to succeed in a regular program.

A student who has participated in an SLD program for an extended length of time may have built a dependency on the support system that it provides. Attention should be given to the extent to which the student has acquired skills to successfully operate in an independent manner within general education. Students may be provisionally mainstreamed with some measure of support, i.e.,

consultative services. The student would be considered to be an exceptional student and be eligible for any other special provisions, such as course or SSAT modifications. An IEP must be developed to document these provisions.

The impact of program dismissal on a student's participation in the State Student Assessment Testing (SSAT) program and graduation requirements must be considered. If the student is dismissed prior to the administration of the test, he is no longer eligible for test modifications as outlined in Rule 6A-1.943, FAC. In addition, all requirements for a standard diploma become effective. Depending upon each district's pupil progression plan, a student may face different credit requirements, fewer options to obtain credit and a greater likelihood of earning a certificate of completion rather than a standard or special diploma. Beginning with the 1985-86 academic year, if the student has earned credit in ESE courses, these may only be applied as electives toward a standard diploma. In addition, modifications in courses as specified in Rule 6A-6.312, FAC, would not be allowed.

Responsible Professionals. The recommendation for dismissal from the program is usually initiated by the SLD teacher. Other professionals and the parent may also make this recommendation. This should be made after a collection of data has occurred which documents test scores and classroom performance. The staffing committee should determine the appropriateness of this recommendation for each student on an individual basis. This committee must include the district administrator for special programs or designee and two other professionals, the SLD teacher and one of the regular education teachers. Additional personnel who may participate are the parent or guardian, school psychologist, guidance counselor, or other educational personnel. If the district wishes to combine the recommendation of the dismissal with an IEP review meeting, the committee members can be structured to include the three professionals required.

Procedures. Written procedures are required in the general section of the special programs and procedures document. Procedures must contain statements which incorporate the following:

1. Information requirements including individual achievement, ability test scores, and classroom performance data.
2. Recommendation for dismissal as a function of the staffing committee.
3. The district administrator or designee review of the staffing committee's recommendations for dismissal and assurance that the student's parents are informed of the dismissal and of their rights of due process.

## X. PROCEDURES FOR TRANSFER STUDENTS

**Rule 6A-6.334, FAC. Temporary Assignment of Transferring Exceptional Students.**
**(1) Transferring exceptional student.**
**A transferring exceptional student is one who was previously enrolled as an exceptional student in any other school or agency and who is enrolling in a Florida school district or in an educational program operated by the Department through grants or contractual agreements pursuant to Section 230.23(4)(n), Florida Statutes.**
**(4) Prior to the next full-time equivalent student membership survey within a school fiscal year, a staffing committee meeting shall be held and a decision for permanent assignment shall be made in accordance with Rules 6A-6.331 and 6A-6.3311, FAC, except that the district shall not be required to document anecdotal records, observations, conferences, interventions and adjustments required by Rules 6A-6.3011 through 6A-6.3025, FAC, and notice and consent for previous evaluations, if such data are not transferred from the sending school or agency.**

The temporary assignment of a transferring student in a specific learning disabilities program enables the district to provide immediate service to the student. Districts are encouraged to use the evaluation data from the student's previous educational program to avoid unnecessary delays. However, should the district director or designee determine that additional testing is necessary, procedural safeguards for re-evaluation must be followed. The staffing committee will review all available information on the student to determine if Florida's eligibility criteria are met.

For a student who has been in a program for a number of years, the staffing committee must review the evaluation data to determine if the student would have met Florida's eligibility criteria when he or she was first placed in that program. If this is so, continuation in the SLD program would be appropriate until the student meets the district's dismissal criteria.

For a student who has transferred from an educational agency with different eligibility criteria, the members of the staffing committee must review the student's record to determine, to the best of their ability, if Florida's criteria would have been met if the student had been in Florida at that time. The required documentation of a process disorder is frequently missing for students who transfer from another state. If evidence of a process disorder can be found in the psychological evaluation, districts would not need to give another test. If there is no evidence of a process disorder, districts should evaluate the student in this area. The intent is to insure that eligibility is based on student performance and that the student is not adversely affected solely because he transferred from one school to another.

## SECTION TWO

## INSTRUCTIONAL PROGRAMS

## XI. PROGRAM ORGANIZATION AND FACILITIES

Program Organization

> **Rule 6A-6.311, FAC. Eligible Special Programs for Exceptional Students. Special programs for exceptional students encompass instruction and related services which provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual learning needs of exceptional students.**

Special programs must be available in a variety of educational settings. A continuum of alternative delivery systems will be needed to accommodate the diverse needs of specific learning disabled students.

"Decisions pertaining to placement and programming are influenced by the following: the individual's learning characteristics; the educational philosophy of the agency; the competence, experience, and attitudes of professional personnel within the public and private sector; geographic constraints; the instructional strategies and resources inherent within each educational placement. Once selected, the educational placement and instructional strategies must be reviewed periodically and systematically...." (NJCLD, February 21, 1982).

> **Rule 6A-6.311(1), FAC. Special programs shall be organized so that an exceptional student shall receive instruction in one or more of the following ways:**
>
> **(a) Supplementary consultation or related services.**
> **Supplementary consultation or related services is the provision of assistance to school staff in basic, vocational or exceptional classes.**
> **(b) Resource room.**
> **Resource room special instruction is supplemental instruction to exceptional students who receive their major educational program in other basic, vocational or exceptional classes.**
> **(c) Special class.**
> **Special class is the provision of instruction to exceptional students who receive the major portion of their educational program in special classes located in a regular school.**
> **(d) Special day school.**
> **A special day school is a school which is administratively separate from regular schools and is organized to serve one or more types of exceptional students.**
> **(e) Residential school.**
> **A residential school is a special school which in addition to providing special education and related services, provides room and board.**
> **(f) Special class in a hospital or facility operated by a noneducational agency.**
> **(g) Individual instruction in a hospital or home.**

In addition to Rule 6A-6.311(1), FAC, districts may provide supplementary instructional personnel to public or non-public preschool or daycare programs for the instruction of pre-kindergarten exceptional students.

To the maximum extent possible, exceptional students should be educated with nonhandicapped students. More specialized educational settings should be used when there is evidence that the student requires such to maintain educational progress.

> The long term nature of learning disabilities necessitates a continuity of programs and services. The full range of programs and services should be designed and implemented for individuals with learning disabilities at all age levels, preschool through post-secondary. Aspects of the service delivery change over time. For instance, the needs of children from age three to nine years of age are markedly variable. The use of diagnostic teaching with this age group is necessary and may need to be continued from the preschool years through the primary grades. When properly applied, the information gained from diagnostic teaching can avoid the danger of assigning a child to a particular type of service that might otherwise be inappropriate.
>
> At the other end of the continuum, individuals with learning disabilities at the secondary level should have access to a variety of alternative services. Such alternatives might include the following: career/vocational planning; counseling and education; the use of vocational rehabilitation services; tutoring in the academic content areas; compensatory approaches to learning; basic skills education; teaching learning and life-skills strategies; counseling and preparation for college attendance (NJCLD, February 21, 1982).
>
> **Rule 6A-6.311(3), FAC. Varying exceptionalities.**
> **If a school district elects to use a varying exceptionalities class, it shall be used only to a limited extent in order to provide special programs for exceptional students.**
>
> **(a) A varying exceptionalities class is a setting which may provide for assignment of students of more than one (1) exceptionality to one (1) teacher per instructional class period, or more than one (1) exceptionality to one (1) teacher during a school week.**
>
> **(b) If a school district establishes varying exceptionalities classes, procedures for this program shall be set forth in district procedures as required by Rule 6A-6.341, FAC, and shall annually report to the Department of Education the number of different exceptionalities for each instructional class period.**

A varying exceptionalities (VE) class is composed of two or more exceptionalities. The class can provide for two or more exceptionalities simultaneously or provide for a different exceptionality each period of the school day.

A teacher of varying exceptionalities must be certified in one of the following areas: Varying Exceptionalities, Emotionally Handicapped, Mentally Handicapped, Specific Learning Disabilities or Intellectually Disabled. It is recommended that the teacher hold certification which corresponds to the exceptionality of the majority of the students in the classroom. In instances

where the teacher needs additional training to instruct the students who are placed in the class, the district must provide needed training. This could include sending the teacher to workshops, appointing a peer teacher, or assigning a clinical supervisor who is competent in the deficit areas.

If a district uses VE classes, the district identifies the types of exceptional students that can be grouped or the proportion of exceptionalities allowed in a varying exceptionalities classroom. For each exceptional student, the IEP should clearly state the special instruction to be provided based on the unique needs of the students. If EH and SLD students are grouped in the same class, the IEP should differentiate the special instruction to be provided if their instructional needs are different. It is recommended that students be grouped according to educational needs, not administrative convenience.

## FACILITIES

Many factors should be considered when planning facilities for the specific learning disabilities classroom. The facilities should provide an optimal environment for remediation. They should also be situated as an integral part of the total school program.

Guidelines

1. Flow of traffic. Place the room in a location which will facilitate passage from the regular classroom to the resource or special classroom.

2. Acoustics. The noise level both inside and outside the classroom should be kept at a minimum. Many SLD students are easily distracted by noises.

3. Ventilation. Physical comfort is essential to the facilitation of instruction. When students are too hot or too cold, learning will be inhibited.

4. Equipment and storage. Because of the range of learning activities and materials which must be readily available to the SLD teacher, adequate storage space is essential. Shelves, closets and file cabinets will be needed to organize these materials.

5. Furniture. Furniture should be graduated in size to accommodate the respective student population needs. In general, movable tables and chairs, desks and screens will be needed. Carpeted areas will also be useful.

**6A-2.32, FAC. Size of Space and Occupant Design Criteria.**
**(1) Boards, including the Board of Regents, and public broadcasting stations shall use the size of space and occupant design criteria contained in this rule to develop educational specifications and user requirements for use by designers in the development of phase I, II, and III documents. In order to vary from occupant design stations and the square footage range as set forth in the design criteria, a justification shall be submitted in the educational specifications document and approved by the office. . .**

**(2) In the Size of Space and Occupant Design Criteria tables, the norm square footage is provided for the convenience of selecting a nominal size. In these tables, "P" indicates preschool; "N" indicates nursery; "K" indicates kindergarten; "1-12" indicates grades one through twelve in public schools; "PS" indicates postsecondary vocational programs....**

**(7)A. Size of space and occupant design criteria**

| Grade Level | Program Facility Space | Occupant Design Stations | Net Square Feet Per Occupant for Instructional Classrooms or Laboratories Min. | Norm. | Max. |
|---|---|---|---|---|---|
| **4. Exceptional Education** | | | | | |
| P -12 | Specific Learning Disability | 10 | 75 | 78 | 82 |
| N -12 | Exceptional Child Resource Room | 6 | 82 | 86 | 90 |
| N -12 | Exceptional Child Itinerant Instructional Space | 5 | 30 | 32 | 34 |

Class Size

The reduced teacher-student ratio in the SLD program is considered to be essential to its effectiveness. Districts may set guidelines which specify the range permitted for part-time and full-time programs. Flexibility in following these guidelines will need to be based on individual school and program needs. Where aides are provided, more students could be served by a single teacher. The recommended class size for part-time programs is 4-8 students per instructional group and 10-15 students for full-time programs.

## XII. INSTRUCTIONAL PROGRAMS AND CURRICULUM

**Rule 6A-6.3411(3)(c), FAC. Instructional program. Philosophy, curriculum, and instructional support.**

**Rule 6A-6.311, FAC. Eligible Special Programs for Exceptional Students.**
**Special programs for exceptional students encompass instruction and related services which provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual learning needs of exceptional students.**

Philosophy. The district's philosophy in providing SLD services should be described in general terms, including its goals and educational orientation. Goals could be broken into statements which describe the intended outcomes or benefits to the exceptional student, the support and assistance to the student, parents, teachers and regular educational program, and assurances for the monitoring of student progress and program effectiveness.

The educational orientation should identify the overall philosophy or approach chosen as the framework for the educational services. This would include reference to the educational settings, curriculum and methodology.

Curriculum. A written curriculum consisting of scope and sequence of skills in all areas of instruction to be provided in the SLD programs should be developed or adopted by each district. The curriculum should be approved and adopted for district-wide use by the local school district to provide continuity across the programs.

The primary factor to govern the content of the curriculum will be the learning needs of the SLD students. Other factors to be considered are state requirements in terms of minimum student performance standards and curriculum frameworks for courses offered in secondary programs.

The curriculum for specific learning disabled students should include the following areas:

| | |
|---|---|
| Pre-academics: | readiness skills (reading and math) language, perceptual-motor, gross and fine motor skills, social and personal skills |
| Basic skills: | reading, spelling, mathematics, writing |
| Content areas: | science, social studies, health |
| Language: | receptive and expressive oral language |
| Motor skills: | gross and fine motor skills |
| Vocational: | prevocational, career education, vocational |
| Unique skills: | social and personal skills and learning strategies |

The scope and sequence of each area included in the curriculum should be clearly defined. If commercial materials are incorporated into the basic structure of the curriculum, e.g. using the Brigance as the assessment tool, then clear reference should be made. If the curriculum from basic education is followed in the SLD program, modifications should be specified. Teachers should not be limited to the formal curriculum adopted by the district. It is intended that the

IEP be the ultimate determiner of the curriculum and instructional program for the SLD student.

The development of the IEP will be guided by the skills and concepts included in the curriculum. Provision should be made for ongoing assessment and careful record keeping. Coordination with basic education is a critical element in the SLD program. This can include sharing of student assessment information, instructional support activities, and consultative services.

The Pupil Progression Plan adopted by each district will specify promotion and retention criteria as well as course requirements for graduation (See Graduation and Course Requirements).

Methodology. The district should describe the types of instructional methodologies used in the specific learning disability programs. Where age or curriculum areas dictate the use of a particular method, this should be specified.

Theoretical approaches to instruction for the specific learning disabled can be broadly classified into three main categories: 1) underlying abilities, 2) behavioristic skill orientation, and 3) cognitive strategies. No single approach to instructional methodology for the specific learning disabled has been clearly established as superior to any other. "Because the focus in the LD field is on problematic conditions of persons, the focal point for change is persons. The outcomes sought are usually formulated in specific terms based on the way the individual's problems are conceived. In turn, the content of remedial programs is shaped by the way intended outcomes are formulated" (Adelman & Taylor, 1983, p. 143, 150).

The underlying abilities model stresses psychological processes and related motor functioning. The role of language and cognitive processes has been emphasized in this model. The individual with specific learning disabilities is viewed as one with dysfunctions in any one or several of these processes or functions. Remediation is aimed at correcting or compensating for the learning problems in order to acquire basic academic skills.

The behavioristic skill model focuses on observable skills and behaviors. Learning outcomes are described in terms of skills which are viewed as hierarchial in nature. Task or functional analysis is used to determine which aspect of the desired skill has been mastered by the student and which aspect must be taught. The individual with specific learning disabilities is viewed as one who has not acquired specific behaviors. Remediation is aimed at acquiring those behaviors.

The cognitive strategies model identifies guidelines or rules that a student learns to use to successfully complete difficult tasks. A cognitive or learning strategy usually consists of a series of steps a student must take to complete a task effectively and efficiently. Learning strategies make the student independent of the teacher.

## Pre-Kindergarten Educational Programs

The identification and programming of preschool children who are learning disabled has been a debated issue. The difference of opinion among professionals was reflected in a survey conducted in 1981. In response to a question regarding how old a child must be before positive identification of a learning disability is possible, the estimates ranged from birth to nine years. Less than half of the respondents (45%) believed that a learning disability could be detected and confirmed before age five (Tucker, Stephens & Ysseldyke, 1983). Leigh and Riley (1982) suggest that assessment be guided by these specific questions:

1) What characteristics does the child exhibit that may indicate a predisposition to acquire learning disabilities?
2) What significant problem does the child exhibit that adversely affects present performance?
3) What abilities, skills, and knowledge does the child lack that will be required for success in the early grades?

In spite of the many problems which sometimes are associated with early identification, e.g., tenuous nature of diagnosis and self-fulfilling prophecy (Mercer, 1979), Keogh and Becker suggest that: "Effective and early identification is critical and may be accomplished given changes in emphasis and technique" (1973, p.8). Learning Early to Achieve Potential (LEAPS) is a checklist developed in Levy County which may assist with early identification. It is a compilation of developmental tasks from twenty-five (25) commonly used checklists.

Preschool programming should be aimed at preventing disabilities and promoting learning potential. The specific types of programs which have been used vary widely. They include home-based tutorial programs as well as center-based group programs. A general description can be found in Beller (1973). Florida provides programs for the 3-5 population in Pre-K programs in many districts. These children could also be served in a regular preschool program with consultative support for the teacher (Rule 6A-6.311(2), FAC).

Model programs have been supported for learning disabled preschool children. They include:

1) Project MECCA (Make Every Child Capable of Achieving)
Rothenberg, JJ. A learning adventure: Programs developed for early intervention in potential learning problems (2nd. ed.). Hartford: Connecticut State Department of Education, 1977. (ERIC Document Reproduction Service No. ED 152 005/ EC 103 996).
This project included screening, multidisciplinary diagnostic approach and parent involvement. Learning activities were highly structured and were intended for transfer to later academic work.

2) AECSEP (Austin Early Childhood Special Education Program) Austin, TX. Austin Independent School District, 1976. (ERIC Document Reproduction Service No. ED 144 274).
A center-based project for students with differing handicapping conditions. Students were grouped by social maturity. Much emphasis was placed on parent involvement.

## Elementary and Middle School Programs

The elementary years are when the majority of the SLD students are first identified. The programs available for these students should include self-contained, resource, and consultative teacher models.

Acquisition of the basic academic skills should be the focus of the elementary program. Some students may be placed initially in full-time programs so that intensive instruction may be provided in several areas. Other students may require only part-time services. Districts may develop specific procedures and criteria to justify placement on a continuum of services available to the specific learning disabled students.

Mastery of Minimum Student Performance Standards for Grades 3, 5, and 8 is considered appropriate for specific learning disabled students. Modifications in administrative procedures may be used when the SSAT tests are administered. Any standards not passed may be remediated and mastery certified by the ESE teacher. Full-time SLD students are exempt from the regular promotional requirement of mastery of Grade 3 standards.

Section 230.2314, Florida Statutes, specifies general requirements for middle school programs, grades 4-8. These requirements apply to SLD students. For grades 4 and 5, regularly scheduled study of mathematics, science, language arts, reading, art, music, and social studies must be provided. The requirements for grades 6-8 include three (3) years of instruction in each of the following areas: mathematics; communication (reading, writing, and speaking); science (life science, earth science and physical science); social studies (United States, civics, and Florida history); and physical education. In addition, experiences in art, music, foreign languages, exploratory vocational education, and health must be included in the curriculum. For grades 4-8, provisions should be made for computer literacy (when resources are available), critical thinking and other related skills.

Attention must be given in both the elementary and middle school programs to the acquisition of appropriate social behavior, learning strategies and prevocational skills. Students must be adequately prepared in these programs to meet the demands of high school.

## Secondary School Programs

The programs offered at the secondary level must be based on the career goals and interests of SLD students. This can be accomplished through an integrated curriculum which will enable the student to progress in personal, social, academic and vocational areas. In planning curriculum for SLD students, school boards must adopt courses of study which provide sufficient flexibility to meet the educational needs of the students, provide opportunities to meet requirements for standard or special diplomas, and provide for the special education services specified in each student's individual educational plan.

Curriculum Frameworks. To ensure uniformity among the course offerings available to students in every district in the State of Florida, common curriculum frameworks have been adopted by the State Board of Education. A curriculum framework has been defined as a set of broad guidelines which aids educational personnel to produce specific instructional plans for a given subject or area of study.

Each curriculum framework contains the following components:

a) Statement of the major concepts and content to be included in the course.
b) Description of the essential laboratory components for the course.
c) A special note which describes specific administrative provisions or other concerns.
d) A list of expected student outcomes.

Each course must have a set of student performance standards which the district school board has adopted as the standards which must be mastered prior to the awarding credit.

Catalog of Unique Skills. The Florida Catalog of Unique Skills for Exceptional Students contains listings of skills which exceptional students are expected to learn but which are not taught in the basic or vocational programs. The skills are classified into the following functional groups:

> Living Skills--The fundamental skills which enable an individual to function as independently as possible, and which include personal care (dressing, hygiene, toileting, eating, and grooming); sexuality; health, first aid, and safety; home care; community living; and leisure time and recreation.
>
> Social Skills--Those skills which enable a student to respond appropriately to school, home, and community environments, and which include the ability to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, and to solve interpersonal and intrapersonal problems appropriately.
>
> Learning Skills--Those skills which enable an individual to acquire knowledge by study and experience, utilizing sensory input, and which include those skills needed by an exceptional student to retrieve, organize, conceptualize, or synthesize information.
>
> Communication Skills--Those skills which enable a student to transmit or receive concepts, ideas, information, thoughts or feelings via a coded

system. These skills may be verbal, vocal, read, written, gestural or augmented and are represented by symbolic, extraverbal, or nonverbal modes.

A student may receive credit for a course which specifies the acquisition of these unique skills. Special courses have been developed to group these skills. For example, "ESE Learning Strategies" is the course where specific school survival skills may be taught. The course will be individually designed for a student. The IEP committee will select the outcomes and performance standards which are appropriate for the individual student. If needed, the course may be repeated for additional credit. When no special course adequately describes the appropriate content for a student, the IEP committee may design a course drawing the outcomes and performance standards from The Florida Catalog of Unique Skills. This course is entitled "ESE Unique Skills."

Course Modifications

**Rule 6A-6.312, FAC. Course Modifications for Exceptional Students.**
**School boards are authorized to modify courses and programs to provide exceptional students with access to a standard diploma.**
**(1) Modifications to basic or vocational courses shall not include modifications to the curriculum frameworks or student performance standards.**
**(2) Modifications may include any of the following:**
- **(a) The instructional time may be increased or decreased.**
- **(b) Instructional strategies may be varied.**
- **(c) Special communication systems may be used by the teacher or the student.**
- **(d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.943, FAC, to accommodate the student's handicap.**

**(3) Exceptional students enrolled in modified courses shall be counted at exceptional student special program cost factors only in the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.503, FAC.**
**(4) The school board's provisions for course modifications shall be incorporated in the district's pupil progression plan.**

School boards have the authority to modify regular courses for exceptional students. The IEP staffing committee will determine whether these modifications are most appropriately carried out in the regular program in a mainstreaming situation or within the context of a special education classroom. It is recommended that these modifications be documented on the student's IEP. Modifications may be provided to the entire group of exceptional students, or designated for individual students. The superintendent, principals, and teachers are required to use regular school facilities and adapt them to the needs of exceptional students whenever this is possible (Section 232.246(4), F.S.)

## Graduation Requirements

Requirements for a Standard Diploma. Specific learning disabled students who wish to obtain a standard diploma must meet the same credit and competency requirements as specified by the district for regular students. The district credit requirements must include, but are not limited to, the following State requirements (required for those graduating in 1986-87):

| | credits | | credits |
|---|---|---|---|
| English | 4 | American Government | ½ |
| Mathematics | 3 | Practical Arts, etc. | ½ |
| Science | 3 | Performing Fine Arts | ½ |
| American History | 1 | Life Management | ½ |
| World History | 1 | Physical Education | ½ |
| Economics | ½ | Electives | 9 |

The specific requirements of credit in certain subject areas may be met by exceptional students learning the course content in any of the following situations:

a) in basic class
b) in basic class with special assistance
c) in exceptional student class

Regardless of where it is taken, the course is required to be equivalent in content and standards to the regular course. Mastery of standards will be determined in accordance with school board policies regarding mastery and the awarding of credit. Credit in exceptional student courses may be used as elective credit toward a standard diploma.

The SLD student must also demonstrate mastery of the Minimum Student Performance Standards as assessed on State Student Assessment Test, Parts I and II. Modifications are allowed in administration procedures for these tests.

**232.246(9), F.S. The state board, after a public hearing and consideration, shall make provision for appropriate modification of testing instruments and procedures for students with identified handicaps or disabilities in order to ensure that the results of the testing represent the student's achievement, rather than reflecting the student's impaired sensory, manual, speaking, or psychological process skills.**

**Rule 6A-1.0943, FAC. Modifications of the State Student Assessment Test Instruments and Procedures for Exceptional Students.**

**(1) The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.**

**(2) Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma, pursuant to Rules 6A-1.0942, 6A-1.095, and 6A-1.0995, FAC, within the limits prescribed herein. Such modifications shall include:**

(a) Flexible scheduling. The student may be administered a test during several brief sessions, so long as all testing is completed by the final allowed test date specified by the Commissioner.

(b) Flexible setting. The student may be administered a test individually or in a small group setting by a proctor rather than in a classroom or auditorium setting.

(c) Recording of answers. The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine-scorable answer sheet.

(d) Mechanical aids. The student may use a magnifying device, a pointer, a non-calibrated rule or template or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a braille writer may be used. Use of electronic calculators, including talking calculators, is prohibited.

(e) Revised format. The student may be tested by one or more of the following three (3) methods specifically developed by the Department:

1. Visual reading. The student may be tested with materials which are enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs specified in Rule 6A-6.3014, FAC.

2. Tactile reading. The student may be tested with materials which have been transformed to braille code or tested by using devices which permit optical to tactile transformations. Test items which have no application for the nonsighted person will be deleted from the tactile forms authorized or provided by the Department and shall be deleted from the requirements of Rules 6A-1.0941 and 6A-1.0942, FAC.

3. Auditory or sign language presentation. The test administrator may sign, provide oral interpretation or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.

(3) The preceding modifications are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student, pursuant to Rules 6A-6.0301 and 6A-6.0331, FAC, and has a current individual educational plan. Students classified solely as gifted shall not receive any special test modifications. Satisfaction of the requirements of Rule 6A-1.0942, FAC, by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

(4) In no case shall the modifications authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

(5) Upon receipt of a written request from the district school superintendent, the Commissioner may exempt an exceptional

**student from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievement, but rather, reflect the student's impaired sensory, manual, speaking, or psychological process skills. The written request must document the specific extraordinary circumstances which prevent the student from meeting the requirements of Rules 6A-1.0942 and 6A-1.095(4), FAC.**

Certificate of Completion. A certificate of completion may be awarded to a student who has successfully completed all credit requirements for a standard diploma, but has not met Minimum Student Performance Standards as assessed on SSAT I and II.

Requirements for a Special Diploma. A special diploma may be awarded to an SLD student who has met the credit requirements specified by the local district.

The SLD student must also demonstrate mastery of eleventh grade minimum student performance standards for basic skills (SSAT I).

**Section 232.247, F.S. Special high school graduation requirements for certain exceptional students.**
**A student who has been properly classified, in accordance with rules established by the state board, as "educable mentally handicapped," "trainable mentally handicapped," "deaf," "specific learning disabled," "physically handicapped whose ability to communicate orally or in writing is seriously impaired," or "emotionally handicapped" shall not be required to meet all requirements of s. 232.246 and shall, upon meeting all applicable requirements prescribed by the school board pursuant to s. 232.245, be awarded a special diploma in a form prescribed by the state board; provided, however that such special graduation requirements prescribed by the school board shall include minimum graduation requirements as prescribed by the state board. Any such student who meets all special requirements of the district school board for his exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the state board....Nothing provided in this section, however, shall be construed to limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any student shall, upon proper request, be afforded the opportunity to fully meet all requirements of s. 232.246, through the standard procedures established therein and thereby qualify for a standard diploma upon graduation.**

**Rule 6A-1.095(4), FAC. Graduation requirements for certain exceptional students. In addition to other requirements prescribed in this rule, each school board shall, pursuant to Section 232.247, Florida Statutes, prescribe special requirements for graduation for students who have been properly classified as physically handicapped whose ability to communicate orally or in writing is seriously impaired, educable mentally handicapped, trainable mentally handicapped, hearing impaired, specific learning disabled, or**

**emotionally handicapped. Any such student completing the special requirements shall be awarded a Special Diploma for exceptional students in the form prescribed by Rule 6A-1.0995(2), FAC. Each school board's graduation requirements shall include the following minimum State requirements:**

**(d) Specific learning disabled.**

**1. Mastery of eleventh grade minimum performance standards for basic skills as prescribed by Rule 6A-1.0941, FAC. The procedures for determining and certifying mastery of such standards shall be prescribed by rules of the school board. This requirement shall not include State Student Assessment Test, Part II.**

**2. Completion of the minimum number of course credits prescribed by the school board for specific learning disabled students. The school board shall make provision for each student to use basic, vocational, and exceptional student courses as appropriate for meeting the minimum number of course credits.**

**(f) Nothing contained in Rule 6A-1.095(4), FAC, shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma for exceptional students. Any such student shall, upon written request, be afforded the opportunity to fully meet all requirements of Section 232.246, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A-1.995(1), FAC, upon graduation.**

**(g) The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified of the options available under Rule 6A-1.095(4)(f), FAC, prior to tenth grade testing.**

Special Certificate of Completion. To be eligible for a special certificate of completion, the SLD student must have met all applicable credit requirements prescribed by the local school board, but failed to demonstrate mastery of the appropriate state adopted minimum student performance standards.

Additional Year of Instruction. Section 232.246, F.S., provides that students who are eligible for a certificate of completion may elect to remain in the secondary school for up to one additional year to receive special instruction designed to remedy their identified deficiencies.

## XIII. INSTRUCTIONAL MATERIALS

Teachers should be guided in the selection of instructional materials by the stated or intended outcomes of the curriculum and the learning needs of the students.

Selection Guidelines

Mercer and Mercer (1981) outline a set of three major factors which are involved in material evaluation.

General Information

1. Name and publisher
2. Major skill concentration
3. Cost and durability
4. Target age
5. Research and field test data

Characteristics Relating to Teaching

1. Sequence of skills
2. Organization of material (consideration for individualization)
3. Clarity of directions
4. Task levels
5. Stimulus-response modality combinations
6. Pace of content presentation

Characteristics Relating to Classroom Management

1. Evaluation and data recording
2. Space requirements
3. Time requirements
4. Extent of teacher involvement
5. Interest level
6. Reinforcement

These authors also offer five suggested procedures which are helpful in selecting materials.

1. Compare materials with the same major skill concentration.
2. Work with colleagues and compare perceptions.
3. Ask experts in the content area to comment on the material.
4. Talk with teachers who use the material.
5. Obtain materials for trial usage whenever possible (p.77-78).

State-Adopted Materials

**233.09 (4)(e), F.S.**

**All instructional materials recommended by each council for use in the schools shall be, to the satisfaction of each council, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.**

SLD teachers are not limited to selection of texts from the state-adopted list. The materials selected for SLD students should be chosen to compliment the learning activities needed to achieve the goals specified in the IEP. Textbook funds may be used to purchase instructional materials which are not on the state-adopted list.

## XIV. SUPPORT SERVICES

Support services are required to meet the needs of students with specific learning disabilities. The assistance offered will enable the student to make greater progress toward optimal growth and development.

Florida Diagnostic and Learning Resources System (FDLRS)

The Florida Diagnostic and Learning Resources System Associate Centers comprises a federal and state funded network of eighteen centers operating statewide. These centers provide, for each of the district exceptional student education programs, those support services, necessary to enable district programs to meet a full educational opportunities goal for exceptional children.

Such support services include the following functions:

(a) Provide assistance in locating and identifying exceptional children and in planning educational programs for such children.
(b) Plan, coordinate, and assist in the implementation of training programs, consistent with each district's program of staff development, for the development and updating of attitudes, skills, and diagnostic and instructional practices and procedures necessary to the education of exceptional children.
(c) Assist districts in the identification, selection, acquisition, use, and evaluation of media and materials appropriate to the implementation of instructional programs for exceptional students. Teachers may borrow materials for review and trial use with students.
(d) Provide program consultation and information services for the dissemination and diffusion of information relevant to the assessment and instruction of exceptional children.
(e) Conduct all planning, awareness, implementation, monitoring, evaluation, and reporting functions necessary to effective service delivery and Associate Center management.

Associate Centers

FDLRS/Westgate Associate Center, 30 E. Texar Dr., Pensacola, FL 32503
904/433-3732 or 432-6121
Serving Escambia, Okaloosa and Santa Rosa counties

FDLRS/PAEC Associate Center, 411 West Boulevard, Chipley, FL 32428
904/638-4131
Serving Bay, Calhoun, Gulf, Franklin, Holmes, Jackson, Liberty, Walton, and Washington counties

FDLRS/Miccosukee Associate Center, 1904 N. Monroe Street, Suite 84
Tallahassee, FL 32303 904/487-2630 or 488-4150
Serving Gadsden, Jefferson, Leon, Taylor, and Wakulla counties

FDLRS/Gateway Associate Center, Rt. 4, Box 177, Hamilton Middle School,
Jasper, FL 32052 904/792-2877
Serving Columbia, Hamilton, Lafayette, Madison and Suwannee counties

FDLRS/NEFEC Associate Center, PO Box 198, Bostwick, FL 32207, 904/328-8811
Serving Baker, Bradford, Flagler, Putnam, St. Johns and Union counties

FDLRS/Crown Associate Center, 1450 Flagler Ave. Room 15, Jacksonville, FL 32207, 904/390-2154
Serving Clay, Duval and Nassau counties

FDLRS/Springs Associate Center, 2091 N.E. 35th St., Ocala, FL 32670, 904/732-5163
Serving Alachua, Citrus, Dixie, Gilchrist, Levy and Marion counties

FDLRS/Action Associate Center, 800 S. Delaney, Orlando, FL 32801, 305/293-5841
Serving Lake, Orange, Osceola, Seminole and Sumter counties

FDLRS/East Associate Center, 1450 Martin Blvd., Merritt Island, FL 32952, 305/631-1911
Serving Brevard and Volusia counties

FDLRS/Galaxie Associate Center, Means Ct., 532 N. 13th St., Fort Pierce, FL 33450, 305/465-4020
Serving Indian River, Martin, Okeechobee and St. Lucie counties

FDLRS/Gulfcoast Associate Center, 1895 Gulf-to-Bay Blvd., Clearwater, FL 33575, 813/442-1171
Serving Hernando, Pasco and Pinellas counties

FDLRS/Buccaneer Associate Center, Department of Education for Exceptional Students, 411 E. Henderson Ave., Tampa, FL 33602, 813/272-4555
Serving Hillsborough County

FDLRS/III Associate Center, Polk County Schools, 495 S. Florida Ave., Bartow, FL 33830, 813/533-9044
Serving Hardee, Highlands and Polk counties

FDLRS Suncoast Associate Center, 3550 Wilkinson Rd., Sarasota, FL 33581, 813/953-5000
Serving Charlotte, De Soto, Manatee, and Sarasota counties

FDLRS/Big Cypress Associate Center, Collier County Public Schools, Administration Center, 3710 Estey Ave., Naples, FL 33942, 813/774-3460
Serving Collier, Glades, Hendry, and Lee counties

FDLRS/Alpha Associate Center, 7061 Garden Rd. Riviera Beach, FL 33404, 305/845-6008
Serving Palm Beach County

FDLRS/Reach Associate Center, 1005 E. Broward Blvd. Fort Lauderdale, FL 33301, 305/765-6657
Serving Broward County

FDLRS/South Associate Center, 9220 SW 52nd Terrace, Miami, FL 33165, 305/274-3501
Serving Dade and Monroe counties

Specialized Centers

The FDLRS System also contains nine specialized centers. Those most applicable to SLD programs are:

FDLRS/USF Prevention of Learning Problems, University of South Florida, 12901 N. 30th Street, MDC-14, Tampa, FL 33612, 813/974-4242

FDLRS/UF Multidisciplinary Diagnostic and Training Program, Box J-282, JHM Health Center, University of Florida, Gainesville, FL 32610, 904/392-6442

FDLRS/Miami Multidisciplinary Evaluation Services, Div. of Behavioral Science, University of Miami, PO Box 016820, Miami, FL 33156, 305/547-6624

FDLRS/FSU Regional Evaluation and Consulting Center, 218 Regional Rehabilitation Center. Florida State University, Tallahassee, FL 32306, 904/644-4838

Clearinghouse/Information Center

Information dissemination activities are coordinated through the Clearinghouse/Information Center, which operates under the auspices of the Florida Diagnostic and Learning Resources System, Bureau of Education for Exceptional Students, as a vehicle for the collection, cataloging and circulation of professional materials relevant to Florida's programs for exceptional students.

Clearinghouse/Information Center
Bureau of Education for Exceptional Students
Department of Education
Knott Building
Tallahassee, FL 32301
904/488-1879

All Department of Education publications relevant to Florida's exceptional student programs are disseminated through the Clearinghouse, which also maintains collections represented in the following catalogs:

Clearinghouse Collection Catalog

A comprehensive listing of professional materials developed through other sources, including products of regional, state and local programs and projects, national centers, and national organizations, as well as commercial materials.

Florida-Developed Products Listing

A comprehensive catalog of exceptional child materials developed throughout the state, with entries representative of district programs; EHA Title VI-B projects, ESEA Title I, IV-C, and Vocational Education projects for the handicapped; university training programs; and activities of the Florida Department of Education, the Florida Department of Health and Rehabilitative Services, and other agencies serving the handicapped.

For Parents of Exceptional Students: A Bibliography

A listing of items for parent use representative of state and local agencies serving the handicapped in Florida and elsewhere, advocacy organizations and commercial publishers.

These catalogs, as well as interim updates issued through the Bureau Technical Assistance Report, promote awareness of available resources, with examination copies of all materials available on loan through the Clearinghouse.

## XV. PARENTS

Parental support and cooperation are key factors in the success of the SLD program. Better communication is established when students, parents, and teachers together formulate the educational goals.

Parent involvement. Parents are fully involved in all decisions that affect the educational programming of their child. In order to meet the procedural safeguards standards for identification, evaluation and educational placement of exceptional students, the following procedures must be considered. The relevant rules of the State Board of Education is cited where applicable.

1. Inform parents of the child's learning problem prior to referral (6A-6.3018(3)(a)1, FAC). Obtain written consent for evaluation from the parents (6A-6.3311(2)(a), FAC).

2. Obtain written consent from the parents before placement into a special program for exceptional students (6A-6.3311(2)(b), FAC).

3. Provide parents the opportunity to review periodically the educational placement and program through the annual review of the IEP (6A-6.331(3)(c)2.c., FAC).

4. Provide parents with the opportunity for an impartial hearing regarding placement and program activities, including the right to:
   Receive timely and specific notice of such hearing.
   Review their child's educational records.
   Obtain independent evaluation.
   Be represented by counsel and cross-examine.
   Present evidence and bring witnesses.
   Receive a complete and accurate record of the proceedings.
   Appeal the decision.
   (6A-6.331(5), FAC)

5. Assignment of a surrogate parent shall be provided for a student when:
   The student's parent(s) or guardian is not known.
   The student's parent(s) are unavailable.
   The student is a ward of the state.
   (6A-6.333, FAC)

6. Parents must be provided access to their child's educational records (6A-1.0955(6)(b), FAC). Student performance should be reported periodically regarding progress in the classroom.

Parent information. Parents or guardian must be informed of their right to participate in meetings concerning the placement and educational planning for their child. The parents or guardian may be informed of the date, time and location of the eligibility staffing committee meetings. They must be invited to the educational planning committee meetings. Notations indicating method and date of parent contact and involvement should be recorded (6A-6.331(3)(d), FAC). It is the responsibility of the school district to insure that parents be fully informed of their rights and opportunities for involvement.

Parent education. Parents should be encouraged to work closely with the professional staff to share information and provide continuity between home and school. Parents should also be informed of specific ways in which the student may be helped at home.

The school system and other community agencies should provide parent education services. These may be offered though group discussions, workshops, or counseling. Generally these services may be grouped into three categories: 1) informational, 2) parent training, and 3) psychotherapeutic.

The Clearinghouse/Information Center, Bureau of Education for Exceptional Students, provides information that may be helpful for parents of specific learning disabled children. The second edition of the publication, For Parents of Exceptional Children: A Bibliography, includes annotations of over two hundred fifty (250) print and non-print items available on loan to parents of exceptional children.

Another valuable resource is the five volume series For Parents of Exceptional Students...An Information Series. This package is produced by the Bureau of Education for Exceptional Students and provides comprehensive coverage of all aspects of special education. The following titles are included:

| | |
|---|---|
| Booklet One: | Educating Florida's Educational Students |
| Booklet Two: | The Individual Education Program IEP |
| Booklet Three: | Rights and Responsibilities |
| Booklet Four: | Resources and References |
| Booklet Five: | Parent's Educational Records |

Parent responsibilities. Parents can assist the school in many ways to provide an appropriate educational program for their child(ren).

1. Parents should make every effort to participate in the opportunities provided for educational evaluation and planning.

2. A two-way channel for communication should be maintained by the parents and the school. This will help to alert the school to potential problems and expedite solutions.

3. Support for the goals and instructional activities of the child can be accomplished by the parents through the provision of a quiet space for homework. Praise for jobs well-done will be reinforcing and encourage continued effort.

4. Parents can provide many opportunities to broaden the child's experiences.

## XVI. PROGRAM EVALUATION

Program evaluation encompasses the procedures and principles which are used to obtain information for decision making relative to the total program provided for specific learning disabled students. Decisions may require a determination of the current status of a particular aspect of a program and then a specification of desired modifications. Information must be gathered and analyzed in a systematic manner to ensure that the decisions are based on both valid and reliable data. Each district must develop a plan for the use of evaluative data for improvement of special programs.

Numerous models and approaches are available for conducting program evaluations. Four are described in Project EESE (Evaluation of Exceptional Students), a series of publications which can be used in the training of personnel for implementation of program evaluation. These publications are available at FDLRS Associate Centers and at the Clearinghouse/Information Center in Tallahassee.

The initial step in a program evaluation is the focusing of intent. This includes the identification of purpose(s) of the evaluation and specification of the evaluation question. The next step is the planning or organization stage. This would include a determination of goals, data collection methods, data analysis and format and schedule for reporting. Implementation of the plan would be the third step with ongoing monitoring to ensure quality. Reporting and follow-up to the evaluation are the final step. The follow-up is the most critical aspect of the evaluation. Simply gathering data and writing reports is unnecessary if the information is not going to result in action.

An example of a program evaluation plan follows:

1. Decide to evaluate the program.
   The ESE director or program supervisor decides to conduct an evaluation of the SLD program.

2. Focus the evaluation.
   The particular aspect of the program which should be evaluated is specified: "Does the curriculum used in the SLD program need changing?"

3. Determine the evaluation question.
   a. What is the current status of SLD curriculum?
      First, curriculum is defined as an organized course of study. Focusing requires specification of grade level and subject area. Aspects of status to be investigated include established standards commonly used to evaluate program and curriculum in the state of Florida.
   b. What factors might influence needed changes?
      Administrators and teachers opinion, parent opinion, and student record review are sources of relevant data. Requirements mandated by the state through legislation, school board rule or by local district policy may also be important to consider.

4. Determine data collection methods, analysis and schedule.
Data collection methods must insure precision and accuracy. Simply collecting test scores might result in gathering types of scores which could not be compared. Appropriate techniques for analysis will enable the data to be used in the decision making process.

5. Implement the plan and report writing.
The actual work of the program evaluation will proceed smoothly if all initial stages have to be carried out properly. However, any weaknesses in the planning will surely appear as the work progresses.

6. Follow-up.
The key to an effective program evaluation lies in the follow-up activities. All interested parties should be informed of the results so that appropriate actions can take place.

## SECTION THREE

## PROFESSIONAL PERSONNEL

## XVII. TEACHER CERTIFICATION REQUIREMENTS

**6A-1.0503, FAC, Definition of qualified instructional personnel. A qualified instructional person is an instructional staff member who meets one (1) of the following conditions:**

**(1) Holds a valid Florida teacher's certificate with appropriate coverage as provided for in subsection (16) of Rule 6A-4.002, FAC, or**

**(2) Is a selected non-certificated person employed under the provisions of Section 6A-1.0502, FAC, or**

**(3) Holds a valid rank III or higher Florida teacher's certificate with coverage other than that deemed appropriate by subsection (1), has met all occupational experience requirements prescribed as a prerequisite to appropriate certification, and has been approved by the school board to teach out-of-field. All evidence of such qualifications and approval must be reflected in the individual's official personnel record; provided, however, that such approval may be granted by the school board only under one (1) of the following conditions:**

**(a) The individual is in the first year of employment in the specific area and has not, during any preceding year in the district, been granted approval by either the school board or the Department to be employed out-of-field in an area for which specific certification is otherwise required, or**

**(b) The individual has earned, during a period of twelve (12) months immediately preceding September 1 of the school year, at least six semester hours of credit or equivalent toward the appropriate certification required by subsection (1), or in lieu thereof has provided a doctor's statement certifying to his medical inability to earn such credit during the prescribed time.**

**6A-6.321, FAC, Personnel employed in special programs for exceptional students. Instructional personnel in special programs for exceptional students shall be qualified as required in Section 6A-1.503, FAC.**

**6A-4.17(10), FAC, Specialization requirements for certification in specific learning disabilities (grades K-12).**

**(a) A bachelor's or higher degree with a major in exceptional child education with specialization in learning disabilities, or**

**(b) A bachelor's or higher degree with thirty-two (32) semester hours including the areas specified below:**

**1. Nine (9) semester hours including credit in each of the following:**

a. Survey course in the education of exceptional children.

b. Introduction to language development and speech disabilities.

c. Principles of human development or child and adolescent psychology.

2. Nine (9) semester hours including credit in each of the following:

   a. Teaching of sequential developmental skills and concepts of reading at the elementary level.

   b. Teaching of sequential developmental skills and concepts of arithmetic at the elementary level.

   c. Materials for use with children such as children's literature, audio-visual materials and library materials.

3. Two (2) semester hours in educational assessment, including evaluative and instructional techniques for exceptional children to provide an objective data base for individualized instruction.

4. Three (3) semester hours from one (1) of the following:

   a. Nature study or life science for the elementary school.

   b. Social studies to include conservation.

   c. Health education and/or physical education for the exceptional child.

   d. Art for the elementary school.

   e. Music for the elementary school.

   f. Occupational and educational information.

5. Nine (9) semester hours in separate or integrated specialized courses to include:

   a. Theories in learning disabilities.

   b. Skill in instructional diagnosis of the learning disabled child.

   c. Skills in individualizing instruction for the learning disabled child.

   d. Skills in classroom and/or behavioral management.

## XVIII. ORGANIZATIONS

### FACLD

The Florida Association for Children and Adults with Learning Disabilities (FACLD), is a non-profit organization of parent and professional volunteers, formed to advance the cause of school children in Florida who have learning disabilities. FACLD is associated with the national organization.
Contact:

Diane Harrington
Executive Secretary
FACLD
315 Grace Street West
Punta Gorda, FL 33950
(813) 637-8957

Jean Peterson
ACLD, Inc.
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
(412) 341-8077

Local chapters of FACLD include:

Bay County ACLD/FL29
Central Brevard ACLD/FL02
South Brevard ACLD/FL03
Broward County ACLD/FL04
Central Fla. ACLD/FL05
Coral Gables ACLD/FL08
Hillsborough ACLD/FL12
Jacksonville ACLD/FL13
Lee County ACLD/FL14
Manatee County ACLD/FL16
Okaloosa County ACLD/FL18
Osceola County ACLD/FL38
Pinellas County ACLD/FL20
Polk County ACLD/FL21
Sarasota County ACLD/FL23
Seminole County ACLD/FL32
Volusia County ACLD/FL25

### DLD

The Division of Learning Disabilities (DLD) is a special interest group of the Council for Exceptional Children (CEC). Membership is open to members of CEC who have a special interest in learning disabilities.
Contact:

Mary Elizabeth D'Zamko
Dept. of Special Education
University of N. Florida
Jacksonville, FL 32216
(904) 646-2858

Orton Dyslexia Society

The Orton Dyslexia Society is a non-profit organization of parents and professionals devoted to the study and treatment of specific language disability. Contact:

Robin Rennick
Woodland Hall Academy
4745 Centerville Road
Tallahassee, FL 32308
(904) 893-2216

B.O.L.D.

Brighter Opportunities for the Learning Disabled (B.O.L.D.) is a nonprofit organization of parents and professionals in the Miami area. It provides information and workshops.

Contact:

Evelyn Schmidt
PO Box 546309
Surfside, Florida

## APPENDIX A

## STANDARDIZED TESTS FOR EVALUATION

## APPENDIX A

### STANDARDIZED TESTS FOR EVALUATION

### SPECIFIC LEARNING DISABILITIES

For more detailed reviews of tests see the following:

Buros, O.K. Tests in print. Highland Park, N.J.: Gryphon Press, 1961.

Buros, O.K. The sixth mental measurements yearbook. Highland Park, N.J.: Gryphon Press, 1965.

Buros, O.K. The seventh mental measurements yearbook. 2 Volumes, Highland Park, N.J.: Gryphon Press, 1972.

Buros, O.K. The eighth mental measurements yearbook. 2 Volumes, Highland Park, N.J.: Gryphon Press, 1978

Mitchell, James V. (Ed.) The ninth annual mental measurements yearbook. 2 Volumes, Lincoln, Nebraska: The University of Nebraska Press, 1985.

Kaufman, A. Intelligent testing with the WISC-R. New York: John Wiley, 1979.

McLoughlin, J. & Lewis, R. Assessing special students. Columbus, Ohio: Charles E. Merrill, 1981.

Salvia, J. & Ysseldyke, J. Assessment in special and remedial education. Second edition. Boston: Houghton Mifflin, 1981.

Sattler, J. Assessment of children's intelligence and special abilities. Second edition. Boston: Allyn and Bacon, Inc., 1982.

Swanson, H.L. & Watson, B.L. Educational and psychological assessment of exceptional children. St. Louis, Mo.: Mosby, 1982.

The following list is provided to identify commonly used standardized tests. Tests which are ultimately used for evaluation must have adequate evidence of reliability and validity. Norm referenced tests should permit a comparison of the child's performance with that of other children of a similar age and background.

The list includes the name of the test, author and publishing company as well as intended age or grade range and standard scores.

| Test | Author | Publisher | Age Range | Standard Scores |
|---|---|---|---|---|
| **Intellectual Functioning** | | | | |
| Kaufman Assessment Battery for Children (K-ABC) | Kaufman & Kaufman | American Guidance | Ages 2-6 to 12-6 | Yes |
| Leiter International Performance Scale | Leiter | C.S. Stoelting | Ages 2 to 18 | |
| McCarthy Scales of Children's Abilities | McCarthy | Psychological Corporation | Ages 2-6 to 8-6 | Yes |
| Progressive Matrices | Raven | Lewis | Ages 6 to adult | |
| Stanford Binet Intelligence Scale | Thorndike | Houghton Mifflin | Ages 2 to adult | Yes |
| Weschler Preschool and Primary Scale of Intelligence WPPSI | Weschler | Psychological Corporation | Ages 4 to 6-6 | Yes |
| Weschler Intelligence Scale for Children Revised (WISC-R) | Weschler | Psychological Corporation | Ages 6-0 to 16-11 | Yes |
| **Psychological Processes** | | | | |
| Bender Visual Motor Gestalt Test | Bender | Western Psychological Corporation | Ages 5-0 to 8-0 | Yes |
| Bruininks-Oseretsky Test of Motor Proficiency | Bruininks & Oseretsky | American Guidance | Ages 4-6 to 14-6 | Yes |
| Carrow Auditory-Visual Abilities Test (CAVAT) | Carrow | Teacher Resources | Ages 4 to 10 | Yes |
| Detroit Test of Learning Aptitude 2 (DTLA-2) | Hammill | Pro Ed | Ages 6 to 17 | Yes |
| Developmental Test of Visual-Motor Integration | Berry & Buktenika | Modern Curriculum Press | Ages 2 to 15 | No |
| GFW Auditory Skills Test Battery | Goldman, Fristoe, & Woodcock | American Guidance | Ages 3 to Adult | Yes |

| Test | Author | Publisher | Age Range | Standard Scores |
|---|---|---|---|---|
| **Psychological Processes (continued)** | | | | |
| Visual Aural Digit Span Test (VADS) | Koppitz | Grune & Stratton | Ages 5-6 to 12-11 | Yes |
| Woodcock Johnson Psychoeducational Battery--Cognitive | Woodcock & Johnson | Teaching Resources | Ages 3 to Adult | Yes |
| **Oral Language** | | | | |
| Assessment of Children's Language Comprehension | Roster, Stark & Giddan | Consulting Psych. Press | Ages 3-6 to 6 | Yes |
| Clinical Evaluation of Language Functions (CELF) | Wiig & Semel | Consulting Psych. Press | Ages 3-6 to 6 | Yes |
| Peabody Picture Vocabulary Test Revised (PPVT-R) | Dunn & Dunn | American Guidance | Ages 2-6 to Adult | Yes |
| Test of Adolescent Language (TOAL) | Hammill, Brown, Larsen, & Weiderholt | Pro Ed | Ages 6 to 12 | Yes |
| Test of Early Language Development (TELD) | Hresko, Reid & Hammill | Pro Ed | Ages 7 to 11 | Yes |
| Test of Language Development--Primary (TOLD - P) | Newcomer & Hammill | Pro Ed | Ages 4 to 8-11 | Yes |
| Test of Language Development--Intermediate (TOLD-I) | Newcomer & Hammill | Pro Ed | Ages 8-6 to 12-11 | Yes |
| Test for Auditory Comprehension of Language (TACL) | Carrow-Woolfolk | Teaching Resources | Ages 3 to 6 | No |
| Woodcock Language Proficiency Battery | Woodcock | Teaching Resources | Ages 3 to Adult | No |

| Test | Author | Publisher | Age Range | Standard Scores |
|---|---|---|---|---|
| **General Batteries** | | | | |
| BASIS--Basic Achievement Skills Individual Screener | Sonnenschein | Psychological Corporation | Ages 6-18+ | Yes |
| Basic School Skills Inventory Diagnostic & Screen | Hammill & Leigh | Pro Ed | Ages 4-0 to 7-5 | Yes |
| Brigance Diagnostic Inventory of Basic Skills | Brigance | Curriculum Assoc. | Grades K to 6 | No |
| Brigance Diagnostic Inventory of Early Development | Brigance | Curriculum Assoc. | Ages Birth to 7 | No |
| Brigance Diagnostic Inventory of Essential Skills | Brigance | Curriculum Assoc. | Grades 7-12 | No |
| Diagnostic Achievement Battery (DAB) | Newcomer & Curtis | Pro Ed | Ages 6-15 | Yes |
| Kaufman Test of Educational Achievement (K-TEA) | Kaufman & Kaufman | American Guidance | Ages 2-6 to 12-6 | Yes |
| Peabody Individual Achievement Test (PIAT) | Dunn & Markwardt | American Guidance | Grades K-12 | Yes |
| Wide Range Achievement Test Revised (WRAT-R) | Jastak, Jastak & Bijou | Guidance Assoc. | Ages 5 to Adult | Yes |
| Woodcock Johnson Psychoeducational Battery--Achievement | Woodcock & Johnson | Teaching Resources | Ages 3 to Adult | Yes |
| **Reading** | | | | |
| Diagnostic Reading Scales | Spache | CTB/ McGraw Hill | Grades 1 to 7 | No |
| Stanford Diagnostic Reading Test | Karlsen Madden, & Gardner | Harcourt Brace, Jovanovich | Grades 1 to 8 | Yes |
| Woodcock Reading Mastery Test | Woodcock | American Guidance | Grades K to 12 | Yes |

| Test | Author | Publisher | Age Range | Standard Scores |
|---|---|---|---|---|
| **Reading (continued)** | | | | |
| **Math** | | | | |
| Enright Diagnostic Math Inventory | Enright | Curriculum Associates | Grades 1-8 | No |
| Key Math Diagnostic Arithmetic Test | Connally, Nachtman & Pritchett | American Guidance | Grades K to 12 | No |
| Stanford Diagnostic Math Test | Beatty, Madden, Gardner & Karlsen | Harcourt, Brace, Jovanovich | Grades 1.5 to high school | Yes |
| Test of Mathematical Abilities | Brown & McIntire | Pro Ed | Grades 3-12 | Yes |
| **Written Language** | | | | |
| Myklebust Picture Story Language Test | Myklebust | Grune & Stratton | Ages 7 to 17 | No |
| Test of Written Language (TOWL) | Hammill & Larsen | Pro Ed | Ages 7-0 to 18-11 | Yes |
| Test of Written Spelling (TWS) | Larsen & Hammill | Pro Ed | Grades 1-8 | No |

# APPENDIX B

# STATE STEERING COMMITTEE

# FOR

# SPECIFIC LEARNING DISABILITIES

1984-1985

**State Steering Committee for Specific Learning Disabilities**

1984-1985

Ms. Anne Benedini, Teacher
Specific Learning Disabilities
2609 U.S. Highway 41, N.
Land O'Lakes, Florida 33539
(904) 567-8220, Suncom 597-1242
Pasco County (exp. 6-85)

Dr. Marc Baron, Psychologist
Senior Manager of Testing
Orange County Schools
P.O. Box 171
Orlando, FL 32802
(305) 423 9230
Orange County (Exp 6-85)

Dr. James Brown
State Psychological Consultant
Office of Vocational Rehabilitation
1317 Winewood Boulevard
Tallahassee, Florida 32301
(904)488-4025, Suncom 278-4025
(exp. 6-86)

Ms. Sue Sykes, Supervisor
Specific Learning Disabilities
411 East Henderson Avenue
Tampa, Florida 33602
Hillsborough County (exp. 6-87)

Dr. Keith Lenz, Assistant Professor
Exceptional Student Education
Florida Atlantic University
Boca Raton, Florida 33431
(305)393-3280 (exp. 6-86)

Ms. Charlotte Love, Executive Secretary
FACLD
5683 Deerfield
Orlando, Florida 32808
(305) 298-3362, 422-8217
Orange County (exp. 6-85)

Ms. Rosemary McGarry, Supervisor
Specific Learning Disabilities
1005 E. Broward Boulevard
Ft. Lauderdale, Florida 33301
(305)765-6667, Suncom 484-6667
Broward County (exp. 6-86)

Ms. Elizabeth H. Messer, Director
Special Programs
1490 W. Washington Street
Monticello, Florida 32344
(904) 997-3562, Suncom 231-4012
Jefferson County (exp. 6-85)

Mrs. Cecilia Quave, Program Coor.
Specific Learning Disabilities
530 LaSolona Avenue
Arcadia, Florida 33821
DeSoto County (exp. 6-87)

Mr. Don Reynolds, Principal
Lake Mary High School
655 Longwood-Lake Mary Road
Lake Mary, Florida 32746
(305)323-2110
Seminole County (exp. 6-85)

Ms. Amy Simpson, SLD Teacher
Howard McMillan Jr. High School
13100 S.W. 59th Street
Miami, Florida 33183
(305) 385-6877
Dade County (exp. 6-86)

Dr. Joe Torgesen
Professor of Psychology
Florida State University
Tallahassee, Florida 32306
(904) 644-1707 (exp. 6-87)

Ms. Delia McClelland, SLD Teacher
Hawthorne High School
P.O. Box 46
Hawthorne, Florida 32640
(904)481-2417
Alachua County (exp. 6-86)

Ms. Wanda Walker, Director
Exceptional Child Education
392 South Boulevard, East
Macclenny, Florida 32063
(904)259-6251 or 6252
Baker County (exp.6-86)

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State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

**FLORIDA: A STATE OF EDUCATIONAL DISTINCTION.** "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."